



# IMAGINE SCHOOLS

## ACADEMIC EXCELLENCE FRAMEWORK



Developing Character, Enriching Minds

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# SIX MEASURES VISIONARY GOALS

## ACADEMIC GROWTH

All Imagine schools will achieve a median SGP of 50 or more in reading and mathematics for each student quartile within each grade.

## CHARACTER DEVELOPMENT

All Imagine schools will achieve and maintain State School of Character certification to demonstrate the positive impact of character development on student behavior, academics, and school culture.

## SHARED VALUES

All Imagine schools will understand and implement the shared values of Justice, Integrity, and Fun.

## PARENT CHOICE

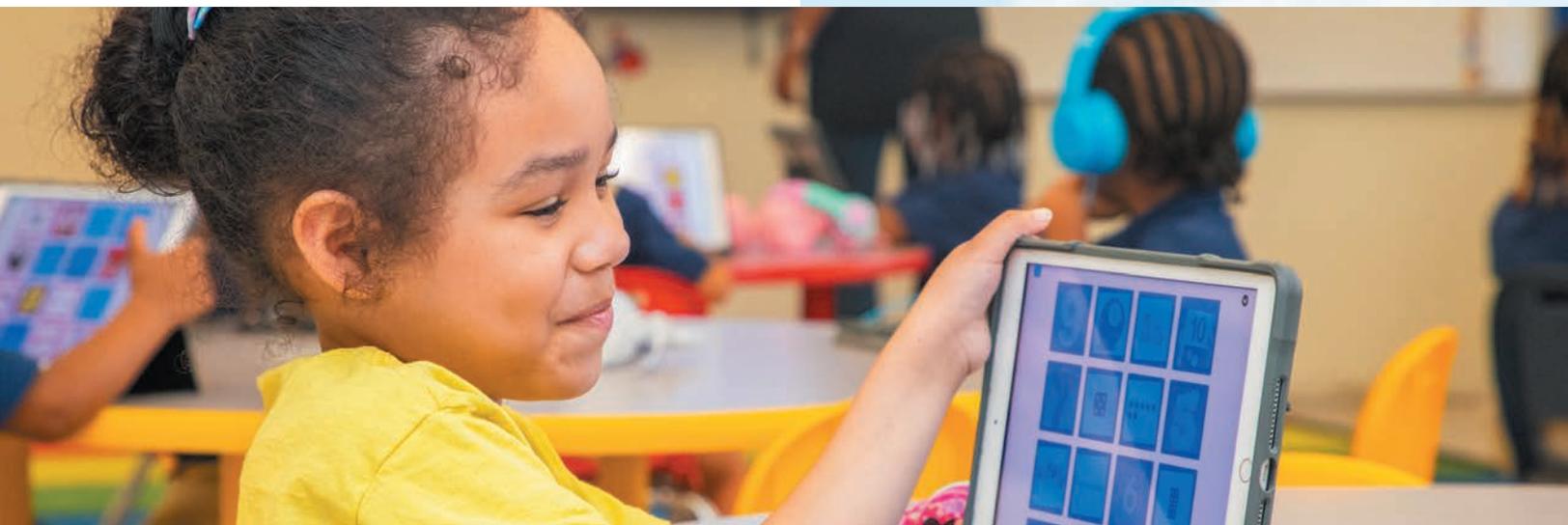
All Imagine schools will partner with families and their communities to ensure full campuses and high re-enrollment rates.

## ECONOMIC SUSTAINABILITY

All Imagine schools will operate better than breakeven solely on school-generated funding.

## SCHOOL DEVELOPMENT

All Imagine schools will provide a unique and innovative educational approach that best meets the needs of their local communities.



# IMAGINE SCHOOLS VISION AND MISSION

## VISION STATEMENT

Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for lifelong success.

## MISSION STATEMENT

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



## WE BELIEVE

**Q** How will you love students and colleagues today?

**A** Develop Character.

**Q** How will you help students grow today?

**A** Enrich Minds.

Those two questions drive the Imagine Schools Academic Excellence Plan. **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. Parents come to Imagine Schools to find a better alternative. They seek personalized education that will build upon each child's strengths and address areas of weakness. **At Imagine Schools, we believe that the level at which a student starts academically does not dictate what he or she ultimately can achieve.**

## PURPOSE

This plan for stronger academic and character growth is the roadmap that Imagine Schools will follow and embrace at every level of the organization. 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.

# WHO WILL IMPLEMENT AND MONITOR THIS ACADEMIC EXCELLENCE FRAMEWORK?

## “BEING PRESENT, BEING VISIBLE, AND BEING INVOLVED”

The *Academic Excellence Framework* on the following pages provides the expectations, outcomes, and assessment tools necessary to attain our vision, mission, and visionary goals for our Six Measures of Excellence. This effort will require increased focus, collaboration, innovation, and accountability. We believe that this Framework enables us to continue our journey towards excellence in education.

We at Imagine Schools want all of our students to succeed, but we can only make a lasting difference if we focus on specific strategies for excellence. School action planning is the process through which schools set goals for improvement, strategies for success, professional learning for teacher effectiveness, and progress monitoring to determine achievement of goals. An effective plan, which will be referred to as the School Excellence Plan, provides a roadmap that delineates what a school needs to follow in order to achieve school excellence.

This plan provides clear direction for school improvement and innovation that leads to school excellence. All stakeholders [Leaders, Teachers, Students, Parents and Board Members] within the Framework will work together to develop and monitor their school’s plan. Leadership at all levels of this organization must assume equal responsibility for the success of the Framework and implementation of the School Excellence Plan.



## SCHOOL LEADERS

As instructional leaders, Imagine school leaders provide guidance and coordination of the Imagine Schools *Academic Excellence Framework*. Successful implementation of the Framework requires school leaders to:

- Establish a School Excellence Plan that aligns with the Framework. This plan drives all strategic actions and is an evaluation tool to ensure that the school achieves the goals articulated in the School Excellence Plan. All stakeholders are responsible for the implementation of the School Excellence Plan.
- Embed the Framework into the culture of each Imagine school. This includes holding meetings, providing communication, and initiating learning activities that promote the Framework.

- Establish planning tools, such as a master schedule, that allow for common planning time, common assessments, and professional learning and practice, as well as provide for progress monitoring and cohesiveness.
- Support and monitor teacher effectiveness intentionally by being present, visible, and involved. Classroom observations and immediate effective feedback, coaching, and mentoring occupy a large portion of the school leader’s day. A clearly defined commitment to instructional leadership is imperative if the school leadership is to be effective.

## REGIONAL DIRECTORS

Imagine Schools Regional Directors work with their schools to ensure that the expectations and elements of the Framework are implemented consistently and with fidelity. Regional Directors must:

- Coordinate a review cycle of every School Excellence Plan in collaboration with school leadership and with the National Academic and Character Team.
- Provide written feedback on the initial school plans, confirm the quality of the plan, sign off once verified, and upload the plan in a shared drive to ensure accountability.
- Support school leaders and leadership teams by providing feedback and mentoring on the quality of the *Academic Excellence Framework* implementation as well as areas for improvement throughout the school year.
- Develop a schedule of performance meetings with each school leader at least quarterly leading to a final evaluation.
- Communicate with staff members, parents, authorizers, and board members to ensure that the *Academic Excellence Framework* permeates the school culture.

## ACADEMIC DIRECTORS

Imagine Schools Academic Directors work collaboratively with the National Academic and Character Team to ensure appropriate, aligned professional learning builds capacity in supporting Imagine Schools' vision for "enriching minds and developing character". Academic directors must:

- Develop professional learning communities with a cadre of school academic coaches to facilitate cognitive coaching models that support exceptional teaching and learning.
- Visit classrooms and provide effective feedback to ensure that instructional best practices and positive character development are taking place.
- Analyze data with the Executive Vice Presidents and Regional Directors, including formative and summative assessments, surveys, behavior and attendance data, demographic reports, and financial audits, to assist in setting school and regional goals aligned to the national visionary goals.
- Ensure that professional development opportunities are based on analysis of student performance and are aligned with current research, the School Excellence Plan, and initiatives set forth by the National Academic and Character Team and Council.

## EXECUTIVE VICE PRESIDENTS

Executive Vice Presidents will provide support and connections to implement the Imagine Schools *Academic Excellence Framework* as well as:

- Monitor the outcomes of their regions and schools to ensure that the leaders under their supervision are fulfilling or exceeding expectations.
- Align all responsibilities of leadership, including economics and operations, to the academic purpose of this Framework.
- Develop clear, frequent, and transparent lines of communication.
- Monitor progress of School Excellence Plans through regularly scheduled support calls.
- Review School Excellence Plans while in development to ensure there is a strong focus on academic excellence and positive character development.
- Review the School Excellence Plan at the end of the school year to evaluate achievement of goals by each school within their regions.

# JOY AT WORK IN DECISION MAKING

*“The most important character traits of a leader are humility; the willingness to give up power; courage; integrity; and love and passion for the people, values, and mission of the organization.”*

—Dennis Bakke



One of the most powerful things human beings do is make decisions. We experience joy when we are able to use our skills and talents to make decisions that positively affect both ourselves and our communities.

It is the quality of the decisions we make, and of those made for us, that determines the success of our endeavors and the nature of life we experience. Imagine Schools' decision-making approach, central to creating a Joy at Work environment, puts major emphasis on getting advice from colleagues and leaders. Depending on the kind of decision, Imagine Schools encourages individuals to seek input from those who are most knowledgeable about the area and those who will be directly impacted by the decision. We also believe it is important to seek advice from those who have different perspectives and may not agree with the appointed decision maker.

This advice process is a way to educate yourself on an issue that affects you and your colleagues. The more broadly you reach out for advice, the better the decision you are likely to make. Given the importance of decisions, and given the numerous complex decisions made in schools each day, the Imagine Schools Framework is designed to structure, simplify, and prioritize decision making so that school leaders, teachers, students, parents, and boards can make the best possible decisions to optimize teaching and learning.

# CYCLE OF DECISION MAKING FOR EACH STAKEHOLDER

## ESTABLISH

Laying the foundation for the goals you want to attain and developing the path to reach those goals.

## ENGAGE

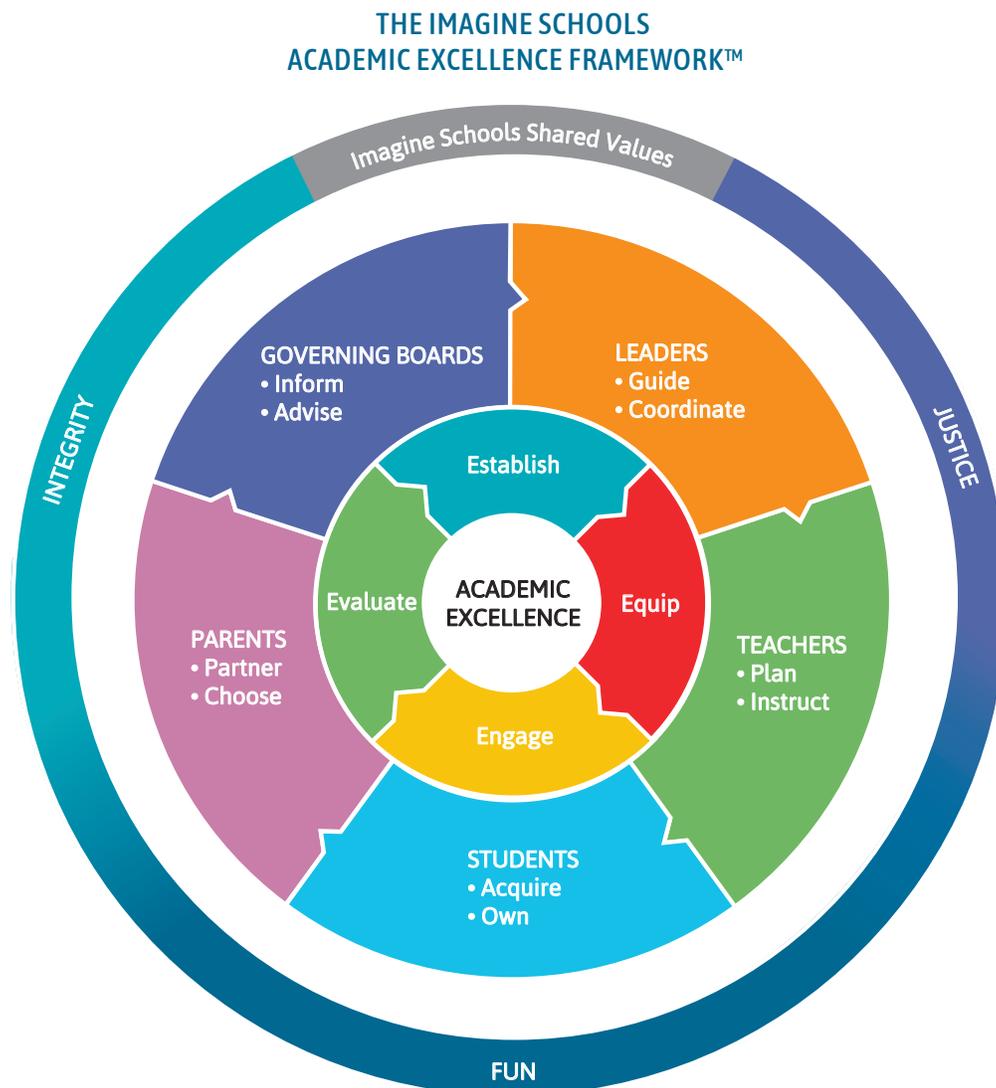
Employing your resources and taking the necessary steps to execute your plan.

## EQUIP

Obtaining the resources (knowledge, strategies, relationships, capital, technology) you need to accomplish your goals.

## EVALUATE

Assessing the outcomes and taking stock of the effectiveness of your plan in accomplishing your goals.



# IMAGINE SCHOOLS LEADERS

*Guide and coordinate a school culture of positive character development and academic growth.*



Strong instructional leadership ability and an emotional commitment to the vision of a successful Imagine school are essential characteristics of an Imagine leader.

Successful leaders demonstrate our Shared Values of integrity, justice and fun, serving as role models for the school staff, students, and parents. They exhibit a true sense of caring for the staff as professionals and people and for each individual student. Successful school leaders have the ability to lead a school (as opposed to manage it) and have well-developed communication skills. They value student academic growth and positive character development, high-quality effective instruction based on qualitative and quantitative data, authentic parent engagement, and a positive, thriving school culture.

The leaders are recognized by the staff for their educational experience and knowledge. Leaders are considered an excellent source of advice, both for making improvements in the classroom and for moving forward the work of committees and task forces. There is a high level of open and honest communication between the school leader and all stakeholders. These leaders have high expectations for themselves, the school, the staff, and the students.

# GUIDE

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## ESTABLISH

Develop a shared vision and mission for the school.

## EQUIP

Secure resources to develop a School Excellence Plan with vision and mission priorities.

## ENGAGE

Communicate vision and mission continuously.

## EVALUATE

Focus on the school's attention to its vision, mission, and goals.

# COORDINATE

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## ESTABLISH

Promote a culture of high expectations.

## EQUIP

Use data and differentiated strategies to support student learning.

## ENGAGE

Improve the quality of teaching to accelerate student academic performance.

## EVALUATE

Reflect to assess whether a culture of high expectations has been created and maintained.



# IMAGINE LEADERS GUIDE THE SCHOOL VISION AND MISSION

## ESTABLISH

Develop a shared vision and mission for the school.

*Imagine Schools Leaders collaboratively formulate a powerful vision and mission statement that will drive the school to build a culture of achievement. A commitment to Imagine Schools Shared Values of Integrity, Justice, and Fun, and to the priorities of the Six Measures of Excellence, provides a pathway to a successful school. These values invite leaders to experience Joy at Work as they serve teachers, students, parents, and other stakeholders.*

### Outcomes

Systematic methods are established to prioritize goals. All initiatives and conversations are focused around fulfilling the school's vision and mission. Leaders continually focus on developing a healthy school culture where planning is cohesive, growth and achievement are high, enrollment is strong, parent participation is productive, and stakeholder relations are positive.

### Required Tools to Establish School's Vision and Mission

Imagine Schools' vision and mission statement, School Excellence Plan Guide, feedback forms and rubric, charter agreement, Imagine Schools brochures, Imagine Schools on-line resources, branded digital and printed materials, *Academic Excellence Framework*, "Joy at Work" book, Acceleration Model, Literacy Position Paper, and Imagine U Courses.

## EQUIP

Secure resources to develop a School Excellence Plan with vision and mission priorities.

*Imagine Schools Leaders equip the leadership team with systems and resources to successfully implement the Academic Excellence Framework. Leaders will guide audits to assess whether a clear coherent, literacy-rich curriculum is in place for every subject in every classroom. Leaders will ensure that academic and character resources and materials are evidence-based and vetted by task forces and the National Academic and Character Team. A strong leadership team commits to set measurable goals, creates plans and calendars, analyzes performance constantly and intervenes to close gaps. There is a rigorous, coordinated plan to improve the instructional practice in every classroom and develop positive character values in every student.*

### Outcomes

A School Excellence Plan is developed incorporating SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goals. There is evidence that initiatives are prioritized, and strategies are implemented successfully. All members of the school staff work together to achieve the desired results and accomplish the goals.

### Required Tools to Equip with Resources

School Excellence Plan resources and tools, student and school data (attendance, behavior, academic), survey results, Curriculum audit tools, Literacy Position Paper, Acceleration Model, 11 Principles Framework and Character & Social-Emotional Development Guidelines.

# SCHOOL VISION AND MISSION STATEMENT

## ENGAGE

Communicate vision and mission continuously.

*Imagine leaders communicate frequently and transparently with all stakeholders. A highly collaborative and transparent culture brings greater interdependence, shared responsibility, and mutual accountability. Informed people are more likely to experience Joy at Work. Systems are in place to ensure that people have access to information and are encouraged to be engaged in the process of fulfilling the school's mission and goals. The leadership team models integrity by being committed to transparent and ongoing accountability.*

### Outcomes

The staff practices high standards and ethics when hiring and retaining people with the skills, values, and passion aligned to our work. Agendas and discussions at all school meetings promote the school's focus on achieving the vision and mission. Adults understand and model Integrity, Justice, and Fun (Joy at Work).

### Required Tools to Engage in Effective Communication

Six Measures of Excellence committee materials, weekly meetings forms (agendas and minutes), newsletters and website, leadership team role descriptions, Shared Values surveys, exit interview form, School Excellence Plan Guide, feedback forms and rubric.

## EVALUATE

Focus on school's attention to its vision, mission, core values and goals.

*Imagine Schools Leaders evaluate progress by constantly taking the pulse of the school community. Regular discussions with staff allow each member of the leadership team to provide feedback on what is going well and on areas in which they would like information, support, or change. Stakeholders believe the school is an outstanding place to teach and learn.*

### Outcomes

Staff feels validated that their decisions and contributions have the power to change school culture. A stable school culture occurs as the school community develops shared values, strong measures of excellence, annual celebrations, and venues to tell their stories that become part of their legacy. Every stakeholder can articulate the vision and mission statement and aligns his or her actions to the vision and mission.

### Required Tools to Evaluate the School's Goals

Six Measures Committee meeting minutes, decision-making tools, student, teacher, and school data (attendance, behavior, academic) survey results, national call guidelines, School vision and mission, School Excellence Plan Guide, feedback forms, and rubric.

# IMAGINE SCHOOLS LEADERS COORDINATE A CULTURE OF HIGH EXPECTATIONS

## ESTABLISH

Promote a culture of ‘Developing Character and Enriching Minds’.

*Imagine Schools Leaders establish a school culture that promotes high expectations for collaborative work. They drive excellence in teaching and learning and build processes to support continuous improvement. Support for collaborative planning is paramount to ensure deep connections between all academic areas and character development. Instructional leaders unleash the potential talent that is present throughout their school community. Effective leaders have a clear understanding of where their schools need to go to become successful; and they promote, support, challenge, and model for others how to get there.*

### Outcomes

The school demonstrates a collaborative environment in which best practices are replicated and innovation flourishes. School leadership visits classrooms, speaks to parents, and educates board members about the importance of academic rigor, character development and high expectations. Purposeful professional learning opportunities assist team members to explore critical questions in a productive and professional manner that informs and promotes learning.

### Required Tools to Establish High Expectations

School Excellence Plan, *Academic Excellence Framework*, collaborative planning tools, Collaborative Planning Video, character development feedback, Imagine Schools Curriculum Guides, Courses on Imagine U.

## EQUIP

Use data and differentiated strategies to support student learning.

*Imagine Schools Leaders build assessment literacy by analyzing qualitative and quantitative teacher and student data. Successful principals use formative and summative assessment data to meet the diverse needs of their students. They maintain a laser focus on student growth and performance. Imagine Schools Leaders help staff understand the data and establish priorities using multiple data points effectively. Through team meetings and data explorations and chats, leaders coordinate collaborative efforts to align goals and strategies based on results.*

### Outcomes

Through collaboration, the school staff develops a clear understanding of the formative and summative assessment process. Data is used to inform decisions and instructional practices. A staff that works collaboratively is committed to the possibility of producing an outcome greater than one could develop in isolation. There is an understanding of goal setting, progress monitoring, and reflection. Data use becomes more sophisticated over time.

### Required Tools to Equip with Data to Support Learning

Assessment calendar, student, teacher, and school data (attendance, behavior), surveys, standardized test results, student growth and performance reports, data chat forms, data wall guidelines, team meetings, minutes, leadership team agendas and minutes, Acceleration Model, collaborative planning forms.

## ENGAGE

Improve the quality of teaching to accelerate student academic and character growth.

*Imagine Schools Leaders focus on teachers' instructional practice.* Leaders facilitate professional growth through job-embedded learning opportunities, coaching, mentoring, and professional learning opportunities. Meaningful formal and informal observations help monitor the consistent implementation of best practices and strategies prioritized in the School Excellence Plan. Instructional audits are conducted to determine how closely aligned lessons are to the prescribed curriculum. Leaders analyze walk-through results to determine instructional needs and plan targeted professional learning opportunities.

### Outcomes

Quality core first instruction prevents the need for remediation. All students are challenged by grade level material with support and time to develop proficiency. Leaders promote coordination within and across courses, disciplines, and settings. Staff receives continuous and immediate feedback to improve student/teacher relationships, core instruction and targeted interventions for remediation and enrichment to ensure academic growth in all four quartiles.

### Required Tools to Engage Teachers in Quality Instruction

Teacher evaluations, observation and feedback forms, observation tracking sheet, professional development calendar, master schedule, lesson plan expectations, professional growth plan, Acceleration Model, Literacy Position Paper.

## EVALUATE

Reflect to assess whether a culture of high expectations has been created and maintained.

*Imagine leaders build a climate of reflection.* Quantitative and qualitative data are used to reflect on the life of the school. Active strategies for seeking and spreading effective practices keep lifelong improvement at the center of the school's culture. Reflection, analysis, and accountability are integral parts of the Joy at Work decision-making cycle.

### Outcomes

There is evidence of a strong justice-based community. The school leader serves as role model and mentor to staff. The School Excellence Plan is referenced for purposeful planning, incorporating data, and building and maintaining a culture of high expectations. Leaders and teachers gain experience and grow professionally, resulting in greater retention of high performing teachers and leaders.

### Required Tools to Evaluate the Culture of High Expectations

Character development feedback, School Excellence Plan, survey data, peer coaching log, formative and summative assessment data, formal and informal teacher observations, Imagine U Courses: School Excellence Planning, Equipping New Teachers, Building Capacity through Coaching, and Restorative Practices Course, Instructional Leadership Beliefs Inventory.

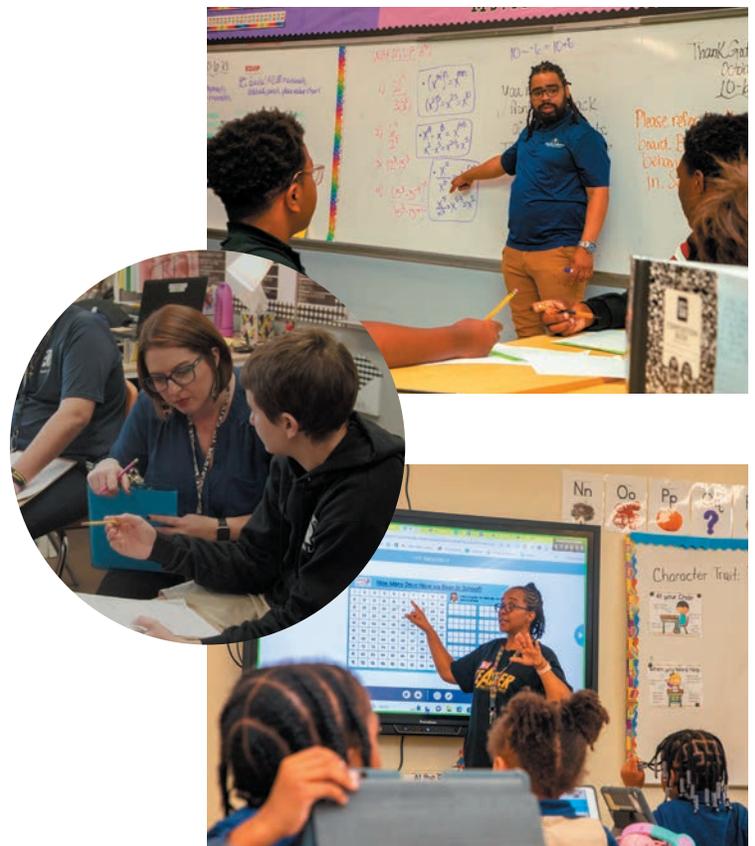
# IMAGINE SCHOOLS TEACHERS

*Plan and instruct in a classroom environment that fosters positive character development and academic growth.*



Teaching demands broad knowledge of subject matter, curriculum, standards, and pedagogy; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques, and a desire to make a difference in the lives of young people.

The environment among teachers in our schools could be described as “hyper-cooperative.” Teachers not only help each other, they share ideas and instructional approaches. Teachers and staff usually know all the students in the school by name and typically know the students’ parents and siblings. Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his or her teacher.



## PLAN

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### ESTABLISH

Create a culture of high academic and positive character expectations.

### EQUIP

Develop and utilize rigorous evidence-based curriculum through collaboration.

### ENGAGE

Model and practice justice through equitable practices and differentiated instruction.

### EVALUATE

Examine the effectiveness of instructional resources, materials, and tools.

## INSTRUCT

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### ESTABLISH

Ensure fidelity of the school's School Excellence Plan and goals.

### EQUIP

Maximize instructional time through positive classroom management procedures and habit-building routines.

### ENGAGE

Deliver purposeful instruction using evidence-based best practices resulting in student mastery.

### EVALUATE

Reflect collaboratively on instructional effectiveness through data analysis.



# IMAGINE SCHOOLS TEACHERS PLAN INSTRUCTION

## ESTABLISH

Create a collaborative culture of high academic expectations and positive character expectations.

*Imagine teachers see possibility and presume competence for all students. Teachers assist students in understanding their role as scholars and their place within the community. They shape student mindsets to be growth oriented and reinforce the correlation between actions, efforts and resulting accomplishments. They help students understand the commitment to hard work necessary to be a student of purpose and virtue. Teachers empower students to collaborate with their peers and invite them to experience the joy of taking responsibility for their education.*

### Outcomes

Teachers use questioning to encourage students to be thinkers and productive members of the community. Time is allocated to teach students about applying and tracking effort and progress towards personal and collaborative goals. Teachers note and communicate specific areas of growth, providing feedback using quantitative and qualitative data as evidence. Students exemplify characteristics of scholars and people of character.

### Required Tools to Establish High Academic and Positive Character Expectations

Behavior and academic tracking logs, rubrics, Optimal Learning Environment, 11 Principles Framework and Character & Social-Emotional Development Guidelines, Growth Performance Assessment Reports, pacing calendar, data chat forms, portfolio feedback forms, Multi-Tiered System of Supports.

## EQUIP

Develop and utilize rigorous evidence-based curriculum through collaboration.

*Imagine Schools Teachers develop and utilize evidence-based curriculum that is standards-driven, cohesive, coherent, and organized. Standards are clearly articulated at each grade level, building upon a solid content base in each subject. Teachers plan collegially to expand students' prior knowledge through a spiraled thematic curriculum, which focuses on inquiry and project-based application of key concepts and universal ideas. Highly effective teachers make informed decisions to skillfully use a set of evidence-based and culturally relevant teaching practices. Teachers plan authentic, equitable and rigorous learning experiences expected to be successful in today's world.*

### Outcomes

Teachers unpack the standards and participate in collaborative planning within their grade levels and across grades to create a consistent curriculum map centered on rigorous knowledge-building content and character-building opportunities. They develop pacing guides, allocate rigorous materials appropriately, and organize tools for ongoing assessment and progress monitoring.

### Required Tools to Equip with Rigorous Curriculum

Imagine Schools Curriculum Guides, pacing guides, evidence-based programs, Literacy Position Paper, Collaborative Plan Brochure, Collaborative Planning Video, Imagine U Courses, Literacy Focus Strategies, 11 Principles Framework and Character & Social-Emotional Development Guidelines, Curriculum Mapping Tools, Unpacking Standards Tools.

## ENGAGE

Model and practice justice through equitable practices and differentiated instruction.

*Imagine Schools Teachers model and practice justice.* Through intentional lesson planning and functional learning environments, teachers seek to improve learning as efficiently, effectively, and equitably as possible for ALL students, including those with differing abilities. Teachers employ strategies for differentiation within whole-group, small-group, and independent settings. They vary the content and their instructional process to challenge every student.

### Outcomes

Teachers unpack standards, deliberately make cross-curricular and characters connections, and plan with the end in mind. This becomes the norm. Highly effective teachers practice our shared value of Justice by balancing direct explicit instruction with student centered personalized explorations. They schedule time for independent and group-based activities. Teachers have the mindset to expand on topics to make learning interesting, engaging, and purposeful.

### Required Tools to Engage in Equitable Practices and Differentiated Instruction

Imagine Schools Curriculum Guides, lesson plan template, Acceleration Model, Success Time Video, Student Interest Survey, Differentiated Instruction Tools and Tips, Culturally Responsive Teaching Tools and Strategies.

## EVALUATE

Collaboratively examine the effectiveness of instructional resources, materials, and tools.

*Imagine Schools Teachers implement evidence-based curriculum with fidelity.* Teachers access professional learning opportunities to ensure an extended knowledge of content, pedagogy, and resources. Audits of curriculum, programs, technology tools and assessments are conducted to ensure a clear, coherent curriculum for every subject. Resources include instructional practices that are aligned with scientific evidence on how children learn. Using evidence based instructional materials provides teachers with the support and guidance needed to advance student learning.

### Outcomes

Teachers are well-versed in the components and use of their instructional materials and plan instruction that utilizes the best resources at the right time. They evaluate the effectiveness of various models of instruction, develop interventions and teach skills necessary to enable students' independence and mastery. Task forces seek advice and evaluate the effectiveness of resources and materials in all subject areas.

### Required Tools to Evaluate the Effectiveness of Resources

Acceleration Model, Literacy Position Paper, curriculum evaluation tools, textbook adoption tools, character development feedback, 11 Principles Framework and Character & Social-Emotional Development Guidelines, Curriculum Audit Resources, Program fidelity checklists.

# IMAGINE SCHOOLS TEACHERS INSTRUCT FOR STUDENT GROWTH

## ESTABLISH

Ensure fidelity of the School Excellence Plan.

*Imagine Schools Teachers know and understand the specific components of the school's School Excellence Plan and goals. They commit to adhere to prioritized initiatives and utilize with fidelity agreed upon instructional tools, resources, and evaluative practices. They align their practice to the school's instructional vision and mission so that students receive rigorous instruction, reach their highest potential, and experience success both individually and as a community.*

### Outcomes

Teachers demonstrate knowledge of national visionary goals and schoolwide strategic goals. Teachers intentionally implement effective instructional strategies. Their instruction and classroom practices foster a culture of high expectations, high achievement, and virtuous character both within their classroom and throughout the school.

### Required Tools to Establish Fidelity of the School's Plan

School Excellence Plan, Literacy Focus Strategies, Acceleration Model, teacher professional growth plan, coaching cycle feedback, Informal and Formal Observation Feedback, teacher growth performance data reports, survey and behavior data results, pre-planning calendar, leadership meeting agendas, team minutes, Imagine U Courses.

## EQUIP

Maximize instructional time through classroom management and habit-building routines.

*Imagine Schools Teachers facilitate Justice by creating a supportive learning environment. Teachers build habits of excellence through established routines that operate consistently across the school and in every classroom. These routines continually convey to students that both learning and character are important and every minute provides an opportunity for growth. Habit-building routines focus on attributes directly connected to the integration of character and academics.*

### Outcomes

Teachers model, reinforce, and convey expectations for habit-building routines. Teachers regularly meet with students to set goals and model reflective thinking. Teachers monitor and reinforce peer collaboration, sharing classroom responsibilities, and critiquing others' work.

### Required Tools to Equip with Habit-Building Routines

Classroom norms, School Code of Conduct, conferencing logs, lesson plans, rubrics for routines and student participation, reflection thinking tools, Imagine Schools survey data, 11 Principles Framework and Character & Social-Emotional Development Guidelines, Imagine U Restorative Practices Course.

## ENGAGE

Deliver purposeful instruction using evidence-based best practices resulting in student mastery.

*Imagine Schools Teachers establish purpose, employ evidence-based strategies, scaffold instruction, and provide ample opportunity to clarify understanding through productive individual and group work. They structure purposeful instructional strategies and activities based on the science of teaching and learning which are grounded in vocabulary development, direct instruction, and modeling of new skills, as well as higher order thinking, problem solving, and real-world connections for all students that results in high student engagement and content retention and mastery.*

### Outcomes

Teachers create engaging and integrated cross curricular units that will appropriately challenge students. They create inquiry-based projects and problems that respect students' interests and abilities. Highly effective teachers hook students' interest in learning with provoking questions, compelling visuals, and personal connections to new knowledge and skills that draw students intellectually into new learning.

### Required Tools to Engage in Purposeful Instruction

Lesson, unit and curriculum mapping tools, Literacy Position Paper, Imagine Schools Curriculum Guide, walk-through feedback forms, Acceleration Model, Success Time Video, Collaborative Planning Video, Literacy Focus Strategies, Imagine U Course, 11 Principles Framework and Character & Social-Emotional Development Guidelines, questioning tools and tips.

## EVALUATE

Reflect collaboratively on instructional effectiveness through data analysis.

*Imagine Schools Teachers examine academic and character data frequently. They systematically conduct analyses of student mastery and growth, including progress made toward predetermined academic and character goals for each student. Teachers design and implement formative and summative assessments to monitor the ongoing progress of their students. They create individual student learning plans and evaluate data to adjust further instruction, re-teach material as needed, and accommodate for mastery of content and concepts. Teachers participate in professional learning communities, collaborating with their colleagues to employ justice for all students.*

### Outcomes

Teachers are proficient at evaluating current and longitudinal student data. They collaborate with colleagues in a continual process of reflecting, seeking feedback, and planning targeted focus areas that address student needs. Teachers organize student results at the question, standard, individual, and whole class level. They pursue professional learning opportunities to support student mastery and character growth. They have ongoing personal and professional goals tied to their growth plan.

### Required Tools to Evaluate Effective Instruction

Teacher growth plan feedback, Literacy Position Paper, growth performance data reports, behavior and academic tracking logs, data chat tools, Acceleration Model, character development feedback, 11 Principles Framework and Character & Social-Emotional Development Guidelines minutes.

# IMAGINE SCHOOLS STUDENTS

*Acquire and own their learning efforts to achieve positive character development and academic growth.*



Students are expected to work hard, to grow to the limits of their capabilities, and then exceed them.

Students are also expected to behave in ways that reflect integrity, justice, fun, and the school's character core values. Imagine Schools' scholars take full responsibility for their own learning. Our learners are curious about the world around them and examine multiple solutions to make intelligent deductions. Confident learners strive for measurable progress and chart their growth.

Our students persist to understand concepts and welcome feedback from those teaching them. They are self-motivated for personal achievement and take responsibility for their learning outcomes.



## ACQUIRE

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### ESTABLISH

Embrace a culture of high academic and character expectations.

### EQUIP

Develop academic and character habits to increase learning opportunities.

### ENGAGE

Apply critical thinking and problem-solving strategies.

### EVALUATE

Become an independent, self-directed learner.

## OWN

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### ESTABLISH

Create personalized learning plan with self-directed goals that ensure each student is capable of success.

### EQUIP

Internalize information and learning structures for clarity and comprehension.

### ENGAGE

Demonstrate pursuit of excellence through the feedback process.

### EVALUATE

Reflect with others on personal academic and character growth.



# IMAGINE SCHOOLS STUDENTS ACQUIRE THEIR EDUCATION

## ESTABLISH

Embrace a culture of high academic and character expectations.

*Imagine Schools Students develop a growth mindset regarding academic achievement.* Our scholars believe they have the ability to comprehend, apply and extend new ideas and concepts. They understand that productive struggle, effortful practice that goes beyond passive reading, listening, or watching, is part of the learning process. Grappling with perplexing problems or making sense of challenging ideas, are approached as exciting and worth the energy to master. They also commit to the diligent efforts necessary to be outstanding persons of purpose and virtue. Students are taught to understand and apply the school's character core values and the Shared Values of Integrity, Justice, and Fun to their school experience.

## Outcomes

Students collaborate, value, and validate each other's academic and character-building experiences. Students assume responsibility for their education in developmentally appropriate ways. Students demonstrate their academic and character growth through portfolios and growth plans.

## Required Tools to Establish High Academic and Character Expectations

Student Survey results, portfolios, student growth plans, Student Success Plan, self-reflection tools, journals, interactive notebooks, student academic and character goals, *Academic Excellence Framework*, 11 Principles Framework and Character & Social-Emotional Development guidelines.

## EQUIP

Develop academic and character habits to increase learning opportunities.

*Imagine Schools Students internalize habits and learn routines that allow them to optimize learning experiences.* Students build habits of excellence through meticulously executed routines that operate consistently inside and outside of school. These routines continually convey to students that learning is important and every minute provides opportunities for growth. Performance character habits such as perseverance, tenacity, self-discipline, and diligence are displayed when students participate in routines effectively.

## Outcomes

Classroom procedures set expectations during day-to-day activities, including transition times and routines. Norms are aligned to character core values. Proactive and restorative practices build habits based on positive relationship and accountability to the classroom community. Students understand and practice habits that maximize learning productivity within and beyond the school walls.

## Required Tools to Equip with Academic and Character Habits

Student contracts, Student Success Plan, communication folder (homework/agenda books), 11 Principles Framework and Character & Social-Emotional Development guidelines. Imagine U Restorative Practices Course, rubrics for routines, procedure charts, Performance character resources.

## ENGAGE

Apply critical thinking and problem-solving strategies.

*Imagine Schools Students generate and test hypotheses through experimental inquiry, problem solving, systematic analysis and investigation across content areas. Every day, in every subject and in every class, students are engaged in reading, writing and purposeful discussion. Students engage in critical thinking, including analysis and evaluation, to deepen their understanding. Critical thinking is the vehicle by which students find solutions for questions, problems, challenges, and experiments and become increasingly curious to learn.*

### Outcomes

Students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches. Students take time to regularly pause and process new learning by connecting it to prior learning, thinking about it, and discussing it with peers.

### Required Tools to Engage in Critical Thinking and Problem Solving

Graphic organizers and frames, Imagine Schools Curriculum Guides, Literacy Focus Strategies, Think Like a Disciplinarian Tools.

## EVALUATE

Become an independent, self-directed learner.

*Imagine Schools Students connect prior knowledge with present learning. Students routinely revisit and consider the “bigger picture” of what they are learning. They find ways to make new information interesting, personally relevant, and meaningful. By successfully employing study skills and habits, students become increasingly curious and discover how to be self-starters who monitor their progress in reaching their goals. Students are more committed to learning when they feel learning objectives are relevant and achievable.*

### Outcomes

Students reflect on their actions and behaviors. They develop the habits of a learner and a person of character. Students understand the direct impact of effort on achievement. They refine individual and collaborative goals based on assessment, evaluation, and reflection.

### Required Tools to Evaluate Student Self-directedness

Student reflection forms and journals, self-assessment sheet, peer assessment sheet, tracking logs, growth performance data reports, student survey results, student portfolios, student goal setting forms.

# IMAGINE SCHOOLS STUDENTS OWN THEIR EDUCATION

## ESTABLISH

Create personalized learning plan with self-directed goals that ensure each student is capable of success.

*Imagine Schools Students personalize data to understand their strengths and weaknesses and push themselves to the limits of their abilities. Students take ownership of their learning and independently practice until they reach their personal goals. By setting and tracking their goals, students develop a growth mindset about their abilities. Justice requires students to become active stewards of their education. Schools allocate time to teach students about applying and tracking effort.*

### Outcomes

In cooperation with teachers, students develop character goals that directly impact academic success. Students set academic learning goals in each subject area related to mastery of specific content and skill objectives. Students exhibit Justice by becoming active stewards of their education through applying and tracking effort. Students are intrinsically motivated to improve their academic efforts and achievements.

### Required Tools to Establish Personalized Learning Plans

Student Success Plan, portfolio reflection forms, goal setting forms, journals, 11 Principles Framework and Character & Social-Emotional Development guidelines.

## EQUIP

Internalize information and learning structures for clarity and comprehension.

*Imagine Schools Students use information and learning structures to make abstract concepts clear. Students build knowledge through focusing extensively on content topics. Students have access to graphic organizers and other tools to help them understand, organize, and recall important concepts or content. Students are given ample opportunities to have deliberate practice and internalize knowledge and build vocabulary through close reading, applying the writing process, problem-solving strategies, and practicing for mastery.*

### Outcomes

Students employ learning tools as they do their work. Students engage in retrieval practices, mixed and spaced practice to commit learning to memory. Students internalize knowledge through comprehending text, writing articulately, solving and explaining content area processes accurately, engaging in productive discussions and studying and mastering content. Students are equipped to contribute to rich discussions guided by specific structures to maximize learning.

### Required Tools to Equip with Learning Structures

Anchor charts, literacy focus strategies, Literacy Position Paper, collaborative structures, listening and speaking standards, graphic organizers, discussion frames, concept maps, vocabulary tools and tips, writing frames and resources.

## ENGAGE

Demonstrate pursuit of excellence through the feedback process.

*Imagine Schools Students engage in the process of supportive group critique.* Guided by norms of respect and care, students function as an ethical learning community where they not only pursue their own best work but also strive to bring out each other's best work. Analyzing transparent data on student progress and providing feedback to students is an effective way to achieve accountability in learning and character development.

### Outcomes

During formative assessment, students give and receive feedback that is corrective, timely, and focused on criteria. Criterion-referenced feedback is structured through use of rubrics that describe the levels of performance expected for a particular concept, process, or skill. Students are involved in the creation of rubrics and feedback criteria.

### Required Tools to Engage in Effective Feedback

Feedback tools and tips, anchor charts, rubrics, Imagine Schools Curriculum Guides, Acceleration Model, Literacy Position Paper, data chat forms, 11 Principles Framework and Character & Social-Emotional Development guidelines.

## EVALUATE

Reflect with others on personal academic and character growth.

*Imagine Schools Students build confidence and ownership through clear communication of student data and progress on goals.* Student performance and progress is visible, accessible, and clear. Students use their data reports to know where they are starting in order to set goals for where they are heading. Students can create test analysis charts with three sections: "my strengths," "quick review," and "further study." Students review their work over time, reflecting on their growth and setting goals for future learning. Students share these reflections with others who can provide continual insight into progress.

### Outcomes

Regular data chats occur and include student tracking and self-reflection to assess progress in character and academics. Students frequently communicate and reflect on these goals with teachers, parents and peers. Their intelligence, knowledge, and performance grow with practice and reflection.

### Required Tools to Evaluate Academic and Character Growth

Portfolio forms, growth performance data reports, 11 Principles Framework and Character & Social-Emotional Development guidelines, report cards, student tracking logs, self-assessment sheet, peer assessment sheet, data chat forms, goal setting forms.

# IMAGINE SCHOOLS PARENTS

*Choose to partner with us to create a culture of positive character development and academic growth.*



Parents choose Imagine Schools to find the perfect environment for their child's education.

They seek a school that creates a conducive learning environment that caters to the needs of all types of learners. Our classrooms spark curiosity, inspire creativity, and support learners' goals, thoughts and ideas in a setting where they can absorb information and focus their productivity. While "family involvement" often is a series of activities or events, our parents are invited to join us as partners in planning, organizing, and creating rich, rewarding experiences that lead to a school culture of positive character and academic growth. All partners possess the attitude that if we work together our children will succeed



## PARTNER

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### ESTABLISH

Contribute to a respectful, transparent school culture that reinforces high expectations.

### EQUIP

Access information about the school's goals.

### ENGAGE

Partner collaboratively to produce positive educational and social outcomes for children and youth.

### EVALUATE

Collaborate with school staff to ensure the success of the school.

## CHOOSE

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### ESTABLISH

Choose a school with innovative academic and character programs operating in a safe and thriving environment.

### EQUIP

Support student success through intervention, enrichment, and differentiated instruction.

### ENGAGE

Celebrate student accomplishments and noteworthy efforts in academics and character development.

### EVALUATE

Reflect on their child's positive character and robust academic growth.



# IMAGINE SCHOOLS PARENTS PARTNER WITH THEIR CHILD'S SCHOOL

## ESTABLISH

Contribute to a respectful, transparent school culture that reinforces high expectations.

*Imagine Schools Parents and Guardians promote high standards through support and involvement in their child's school. Parents and Guardians who become involved in their child's school positively impact the school climate. Two-way communication allows parents to ask questions and provide information and input. When parents provide background knowledge on their child, educators can be attuned to his or her needs. The partner parent is a collaborator, a communicator, and an active listener. Collaboration between schools and families support scholars' well-being.*

### Outcomes

Parents and guardians understand, articulate, and support the school's vision, mission, and character core values. Parents are involved in meaningful ways that foster positive feelings between the school and home. Parents have a platform for feedback on classroom activities or school programs.

### Required Tools to Establish High Expectations

*Academic Excellence Framework, parent workshop agendas and sign-in sheets, student interest inventory, Student Success Plans, parent conference logs, volunteer application packet, 11 Principles Framework and Character & Social-Emotional Development guidelines.*

## EQUIP

Access information about the school's goals to be well informed.

*Imagine Schools Parent and Guardian partnerships are maximized through effective school-to-home and home-to-school communications about student progress. Positive communication is prioritized. Parents and guardians regularly access school information through school and classroom visits, school website, and newsletters. Parent and guardian partnerships are enhanced when the school provides frequent, clear, and substantive information through the avenues best suited for each family.*

### Outcomes

Parents and guardians are well informed and knowledgeable about their child's progress and about the school's educational program. They attend school programs focused on enhancing home academic and character development support. They are equipped to have meaningful, respectful conversations with teachers and school leaders.

### Required Tools to Equip with Information

*School website and social media, school newsletter, Imagine Schools and school brochures, parent workshop agendas, communication folder (homework/agenda books), parent handbook, progress reports, parents conference logs.*

## ENGAGE

Partner collaboratively to produce positive educational and social outcomes for children and youth.

*Imagine Schools Parents and Guardians partner in the process of continual school evaluation and improvement. School partnerships recognize the importance and potential influence of all members who work with and invest in the education of the children—whose future, in turn, will affect the quality of life in the entire community. Parent and school partnerships open up more possibilities than typical family involvement activities.*

### Outcomes

Information from family survey data, interviews, and observations are incorporated into the school's School Excellence Plan. Parent planners and organizers create rich, rewarding experiences that produce a wider set of activities performed by a larger set of partners.

### Required Tools to Engage a Collaborative Partnership

School Excellence Plan, Student Success Plan, goal-setting forms, Imagine Schools Family Surveys, volunteer logs, Parent Teacher Organization agendas, minutes and announcements, home learning expectations, 11 Principles Framework and Character & Social-Emotional Development guidelines.

## EVALUATE

Collaborate with school staff to ensure the success of the school.

*Imagine Schools Parent and Guardian partnerships assume mutual responsibility and mutual respect. All partners share in the responsibilities and celebrate outcomes based on the work they do together to enhance the academic, character, and social growth of students. Effective parent and guardian partnership activities are meaningful to all parties and are connected to broader School Excellence Plan goals.*

### Outcomes

The work of parent and guardian volunteers is aligned to the goals of the school. Activities addressing the school's priority area, in which parents and guardians spend time, are incorporated into the school's School Excellence Plan. Collaboration with parents goes beyond parent-teacher meetings by extending the outreach through organized workshops where staff and parents can discuss and learn more about the school curriculum, programs, clubs, and other student opportunities.

### Required Tools to Evaluate the Success of the School

Imagine Schools Family surveys, parent needs assessment, volunteer log, character development feedback, parent activity sign-in sheets, 11 Principles Framework and Character & Social-Emotional Development guidelines, School Excellence Plan.

# IMAGINE SCHOOLS PARENTS CHOOSE THEIR CHILD'S SCHOOL

## ESTABLISH

Choose a school with innovative academic and character programs operating in a safe and thriving environment.

*Imagine Schools Parents and Guardians share the school's academic and character mission and goals. Parents and guardians learn about the unique programs and activities offered by the school, which emphasize how character development positively impacts students' academic responsibility and success. They support a school where children are encouraged to develop their identities, talents and are respected for their growing independence. Our entrepreneurial educators create a wide range of opportunities for students allowing parents to choose education options that reflect their preferences and values. Our innovative, safe learning environment is committed to providing parents the choice of 21st century life-building experiences for their children.*

## Outcomes

Parents and guardians actively support the innovative academic and character programs. They reinforce learning and character development at home. Through guidance and feedback, they help students organize their time and support their desires to learn new things inside and outside of school.

## Required Tools to Establish Innovative Programs

School website and social media, school schedules, elective and club opportunities, technology plans, Imagine Schools and school flyers, newsletters, and brochures.

## EQUIP

Support student success through intervention, enrichment, and differentiated instruction.

*Imagine Schools Parents and Guardians furnish their child's teacher with critical information to meet his or her needs. Parents and guardians are informed about their students' academic progress and character development. We provide opportunities for parents to reinforce, practice, and enrich what students learn at school. Parents understand how to be supportive without being enabling. Parents and guardians are equipped with developmentally appropriate ways to help their child connect his or her school learning to everyday life and world events. Parents are knowledgeable of the curriculum and the grade level expectations. The strong, respectful relationship between school and home gives students the well-rounded support they need to flourish.*

## Outcomes

Parents and guardians are connected to their child's progress and give input that is valued in making appropriate educational decisions to enhance their child's academic achievement and character development. The school staff works together with parents to empower students to undertake tasks independently, tackle obstacles as well as build confidence to reach for new heights for the future.

## Required Tools to Equip with Student Support Systems

Multi-Tiered System of Supports forms, Student Success Plans, student growth plans, student goal setting forms, student interest inventory, parent communication tools, parent meeting agendas and minutes, home learning logs, behavior contracts and reflection logs, parent conference logs.

## ENGAGE

Celebrate student accomplishments and noteworthy efforts in academics and character development.

*Imagine Schools Parents and Guardians recognize their child's accomplishments and join the school in celebrating the child's efforts and achievements in academics, character development, leadership, and service. Fully engaged parents and guardians recognize that effective parenting occurs in collaboration with the school's ongoing academic and character programs.*

### Outcomes

Parents and guardians have consistently high expectations of the child's academic attainment and satisfaction with their child's education at school. They become advocates for their child's academic and character growth by encouraging special talents, affirming consistent effort, and informing family and friends about their child's successes.

### Required Tools to Engage in Celebrations

Celebration announcements and invitations, attendance logs, certificates, student work displays, school newsletter, school website.

## EVALUATE

Reflect on their child's positive character and robust academic growth.

*Imagine Schools Parents and Guardians build an appreciation of their child's interests, strengths, and challenges by understanding and reflecting on the way he or she learns. Student performance and progress in character development and academics are visible and accessible to parents and guardians. School staff achieves accountability in teaching and student learning and builds family ownership by involving parents as a vital part of the educational process.*

### Outcomes

Parents and guardians support the instructional team that collaborates to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of support. Student test scores and grades demonstrate growth towards proficiency or beyond, attendance rates are appropriate, positive student behavior is evident, and homework completion rate is high.

### Required Tools to Evaluate Student Growth

School calendar, conference forms, Student Success Plans, parent conference logs, attendance logs, progress reports, progress monitoring reports for parents, home learning tools and tips, data notebooks.

# IMAGINE SCHOOLS GOVERNING BOARDS

*Inform and advise stakeholders to ensure a culture of positive character development and academic growth is evident.*



Governing board members understand and support Imagine Schools Shared Values and are knowledgeable about the school's work to improve student achievement.

They evaluate school data, programs, and services to ensure that annual progress is being made, achievement gaps are closing, and the community and authorizer are kept informed about the school's progress and accomplishments.



# INFORM

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## ESTABLISH

Support a clear, collective vision of student growth as the highest priority.

## EQUIP

Use school reports to monitor progress and allocate resources.

## ENGAGE

Communicate using common language, common processes, and common outcomes.

## EVALUATE

Focus on results, analysis, continuous improvement, and creating value.

# ADVISE

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## ESTABLISH

Maintain a welcoming, transparent culture that invites stakeholders to become authentic partners.

## EQUIP

Collaborate with school leadership to develop and monitor goals and priorities known by all stakeholders.

## ENGAGE

Work in partnership with school leadership to monitor the school improvement process.

## EVALUATE

Assess performance and pose relevant questions to ensure that appropriate annual progress is being made.



# IMAGINE SCHOOLS GOVERNING BOARDS INFORM OTHERS ABOUT IMAGINE SCHOOLS

## ESTABLISH

Support a clear, collective vision of student growth as the highest priority.

*Imagine Schools Board Members understand and validate the importance of Imagine Schools Shared Values by supporting a strong, positive culture of character and achievement. Good governance puts student success first and helps create an environment conducive to learning. Board members and school staff work together to develop fair and effective policies that reflect our Shared Values.*

### Outcomes

The board ensures that all their scholars are prepared for success in college, work and life. They adopt and properly maintain governing policies. They use their varied skills, knowledge and connections to inform the work of the school.

### Required Tools to Establish High Expectations

*Academic Excellence Framework, charter application, School Excellence Plan, board policy binders, annual budget, board meeting agenda and minutes, school vision, mission and core values, 11 Principles Framework and Character & Social-Emotional Development guidelines.*

## EQUIP

Use school reports to monitor progress and allocate resources.

*Imagine Schools Board Members use reports to monitor academic achievement and character development, to ensure fidelity to the mission of the school. The board supports unique and innovative educational approaches and building improvements that best meet the needs of their local community through the allocation of funds. Recognizing that not all benefits from learning can be measured by standardized testing, the board is equipped to confirm that the school establishes and evaluates specific School Excellence Plan goals and outcomes aligned directly with the school mission. In doing so, board members support School Excellence Plan goals and school policies, allocate resources, and ensure accountability for all aspects of student achievement.*

### Outcomes

The board requests appropriate reports and documentation from the school to track progress in achieving School Excellence Plan goals. The board approves purchases that support the betterment of the school and ensures public money and resources are well-stewarded. Reliable, responsive boards are fiscally responsible and help schools meet their goals.

### Required Tools to Equip with Progress Monitoring

School Excellence Plan, charter application, growth performance data results, standardized test reports, state assessment reports, progress monitoring reports, Imagine Schools survey results, school budget.

## ENGAGE

Communicate using common language, common processes, and common outcomes.

*Imagine Schools Board Members communicate effectively and knowledgeably with stakeholders. The board shares the vision for student learning and articulates the beliefs about students and their education that serve as the foundation for the goals of the school and the direction for school improvement. An accountable board listens to feedback from students, families, staff, and community members and responds judiciously.*

### Outcomes

The board engages in the common language of academic and character growth and is able to effectively communicate with parents, authorizers, and the community about school activities, student progress and current or potential issues. The school and board speak in one voice when informing the community about the school. Board members serve as positive ambassadors for the school and the charter ideal.

### Required Tools to Engage in Effective Communication

Vision and Mission and Core Character Values, School Excellence Plan, School newsletter, *Academic Excellence Framework* Acceleration Model, Literacy Position Paper, Literacy Focus Strategies, Imagine Schools Curriculum Guides, board agendas and minutes.

## EVALUATE

Focus on results, analysis, continuous improvement, and creating value.

*Imagine Schools Board Members focus on results. Through visible evidence of monitoring and support, the board demonstrates a critical role in supporting student achievement and positive character development. The board strives for a full campus and high re-enrollment. Through effective organizational practices, the board ensures that their school operates better than break even solely on school generated funding. Board members are able to inform school leaders on effective implementation of the school's mission and School Excellence Plan.*

### Outcomes

Members of the board actively partner with school leadership to envision the long-term goals for the school and how to serve all students effectively. The school's vision and goals are clearly articulated on board agendas and in board minutes. The school reports academic and character outcomes to the board on a regular basis. The board frequently and candidly examines school data and student performance, scrutinizing outcomes and considering possible improvements with school and regional leaders.

### Required Tools to Evaluate Continuous Improvement

Board agenda template, monthly principal report, data reports, School Excellence Plan, Imagine Schools survey results, 11 Principles Framework and Character & Social-Emotional Development guidelines, Board roles and responsibilities resources, charter agreement, charter bylaws.

# IMAGINE SCHOOLS GOVERNING BOARDS ADVISE STAKEHOLDERS TO ENSURE ACADEMIC PROGRESS

## ESTABLISH

Maintain a welcoming, transparent culture that invites stakeholders to become authentic partners.

*Imagine Schools Board Members are entrusted by the public to develop policies, plans, and goals that are supported by the families of the school, the community, and the authorizer. In this capacity, all stakeholders feel welcomed and recognized as valued members of the learning community. Board members work in collaboration with school leadership, including Imagine leadership, resulting in strong, successful partnerships to serve the school and the students.*

### Outcomes

Students, parents, and community members regularly report that they are considered vital members of the learning community and the Imagine family. They are personally acknowledged with greetings and conversations that exceed their expectations. They understand and demonstrate the Imagine Schools Shared Values and the school's character core values. They are knowledgeable about the school's work to improve student achievement.

### Required Tools to Establish a Welcoming Culture

Board meeting attendance reports and announcements, Imagine Schools and school publications, and stakeholder survey reports.

## EQUIP

Collaborate with school leadership to develop and monitor goals and priorities known by all stakeholders.

*Imagine Schools Board Members develop and monitor goals and priorities in collaboration with school leadership and other stakeholders based upon academic, character, and behavior data. Three elements constitute the foundation for academic improvement: clear S.M.A.R.T. goals, intensive teamwork, and regular collection and analysis of performance data. Governing boards are equipped with these elements to address and monitor during all board meetings.*

### Outcomes

Goals are developed and known by all stakeholders. Data is visible throughout the school and is consistently shared during board meetings. Board members ensure that the terms of the charter contract are fulfilled and the school is equipped for renewal. People and programs are empowered, supported, evaluated and held accountable.

### Required Tools to Equip for Developing Goals

School Excellence Plan goals, classroom and schoolwide behavior plans, 11 Principles Framework and Character & Social-Emotional Development guidelines.

## ENGAGE

Work in partnership with school leadership to monitor the school improvement process.

*Imagine Schools Board Members are active participants in the school improvement process. In collaboration with school leadership, the board oversees a school excellence planning process to include teachers, parents, and students. This process ensures that all students are achieving at high levels and supports the school's mission, goals, and priorities with a measurable action plan and within the parameters of economic sustainability.*

### Outcomes

Board members engage in the school excellence planning process. They work with school leadership to create conditions and direct resources for accelerating improvement, strive for high expectations for all students, communicate needs and progress of the student body to the community and authorizer, and build the community's understanding that all students will succeed with no exceptions.

### Required Tools to Engage in the Improvement Process

Acceleration Model, Literacy Position Paper, School Excellence Plan, assessment calendars.

## EVALUATE

Assess performance and pose relevant questions to ensure that appropriate annual progress is being made.

*Imagine Schools Board Members monitor school data, services, and programs to ensure that annual progress is being made, achievement gaps are closing, and the community and authorizer are advised of student progress. A board that governs effectively, understands that the school's role is to execute the School Excellence Plan and the board's role is to ensure adherence to it. With faithfulness to our Shared Values, our boards ensure our schools operate legally and ethically.*

### Outcomes

Board members articulate the performance of student subgroups and describe overall strategies to improve academic progress. Board members take their student support role seriously, requiring regular reports relating to academic progress, attendance, positive character development, behavioral issues, and other evidence to ensure that annual student progress is being made and School Excellence Plan goals met.

### Required Tools to Evaluate Progress

School Excellence Plan, school budgets, enrollment reports, staff retention and recruitment information, progress monitoring data, trend reports, Board policy binder, Charter agreement, Charter application, Charter bylaws.

# APPENDIX

## TOOLS FOR LEADERS

### GUIDE

- ✓ *Academic Excellence Framework*
- ✓ Acceleration Model
- ✓ Character.org's 11 Principles Framework
- ✓ Character.org's CSED Guidelines
- ✓ Charter agreement
- ✓ Curriculum audit tools
- ✓ Data (attendance, discipline, academic, survey results: student, Shared Values, parents)
- ✓ Decision-making tools (reporting forms)
- ✓ Effective PD Indicators
- ✓ Exit interviews form
- ✓ Imagine Schools Annual Report (Six Measures of Excellence)
- ✓ Imagine Schools brochures
- ✓ Imagine Schools Curriculum Guides
- ✓ Imagine Schools vision and mission statement
- ✓ Joy at Work book
- ✓ Leadership team role descriptions
- ✓ Literacy Focus Strategies
- ✓ Literacy Position Paper
- ✓ National Call Guidelines
- ✓ Newsletters and website
- ✓ Imagine U Course Restorative Practices
- ✓ School Excellence Plan (School Excellence Plan template, Guide, Exemplar, rubric)
- ✓ Staff surveys
- ✓ Six Measures of Excellence committee resources
- ✓ Teacher Evaluation forms
- ✓ Walk-through observation forms
- ✓ Walk-through observation feedback forms
- ✓ Weekly meetings forms (agenda and minutes templates)

### Additional Tools

- Leadership Capacity tool
- Teachers Sense of Efficacy Survey
- Leadership Styles tool

### COORDINATE

- ✓ *Academic Excellence Framework*
- ✓ Assessment calendar
- ✓ Character Development Evidence and Implementation forms
- ✓ Character development feedback
- ✓ Collaborative planning forms
- ✓ Data chat forms
- ✓ Data walls
- ✓ Formative and summative assessment results
- ✓ Growth Performance Assessment Reports
- ✓ Imagine U Course: Establishing an Effective School Excellence Plan
- ✓ Instructional Leadership Beliefs Inventory
- ✓ Master schedule
- ✓ Observation and feedback forms
- ✓ Observation rubric and tracking sheet
- ✓ Peer coaching forms
- ✓ Professional development calendar
- ✓ Professional Growth Plan
- ✓ School Excellence Plan
- ✓ School Excellence Plan Feedback form, flowchart, planning calendar
- ✓ Student and school data (attendance, behavior, academic grade book)
- ✓ Student Success Plan forms
- ✓ Summer Forum Reflection Tool
- ✓ Teacher evaluations
- ✓ Team meeting forms

### Additional Tools

- Behavior and Reflection Tracking tool
- Discipline audit
- Gap Analysis tool
- Quality Control Assessment tool

# TOOLS FOR TEACHERS

## PLAN

- ✓ Acceleration Model
- ✓ Advanced Reading Challenge
- ✓ Behavior and academic tracking logs
- ✓ Bloom's Learning Domains (Bloom's Taxonomy)
- ✓ Character Development Evidence and Implementation forms
- ✓ Character development feedback
- ✓ Character.org's 11 Principles Framework
- ✓ Character.org's CSED Guidelines
- ✓ Collaborative Plan Brochure
- ✓ Culturally Responsive Teaching Tools and Strategies
- ✓ Curriculum Audit Resources
- ✓ Curriculum mapping tools
- ✓ Data reports
- ✓ Differentiated Instruction Tools and Tips
- ✓ Evidence-Based core programs
- ✓ Formative and summative assessments
- ✓ Imagine U Course: Building Capacity: Coaching
- ✓ Imagine U Course: Equipping New Teachers
- ✓ Imagine U Course: Restorative Practices
- ✓ Imagine Schools Curriculum Guides
- ✓ Lesson planning template
- ✓ Literacy Focus Strategies
- ✓ Literacy Position Paper
- ✓ Master Calendar
- ✓ Multi-Tiered System of Supports
- ✓ Optimal Learning Environment Plan
- ✓ Pacing guides
- ✓ Professional development calendar
- ✓ Program fidelity checklists
- ✓ Rubrics for differentiation
- ✓ Self-reflection tools
- ✓ Student Success Plans
- ✓ Team meeting forms
- ✓ Textbook evaluation tool
- ✓ Unit planning tools
- ✓ Unpacking standards tools

## Additional Tools

- Digging Deeper Curriculum

## INSTRUCT

- ✓ Accountable Talk Toolkit
- ✓ Anchor Charts
- ✓ Brain Compatible Strategies Chart
- ✓ Character Development Evidence and Implementation forms
- ✓ Collaborative structures
- ✓ Conferencing logs
- ✓ Curriculum mapping tools
- ✓ Data chat agenda and minute forms
- ✓ Data reports
- ✓ Digital Learning Tools
- ✓ Effective feedback tools
- ✓ Growth Performance Assessment Reports
- ✓ Imagine Schools Curriculum Guides
- ✓ Imagine Schools survey data
- ✓ Inspire Instructional Bulletin
- ✓ Lesson, unit and curriculum mapping tools
- ✓ Listening and speaking rubrics
- ✓ Literacy Focus Strategies
- ✓ Literacy Position Paper
- ✓ Multi-Tiered System of Supports
- ✓ Portfolio feedback forms
- ✓ Reflective thinking tools
- ✓ Rubrics for routines and student participation
- ✓ School Code of Conduct
- ✓ School Excellence Plan
- ✓ Success Time video

## Additional Tools

- Imagine Schools Summer School Curriculum
- Imagine Schools Encore Curriculum
- Video analysis tool

# TOOLS FOR STUDENTS

## ACQUIRE

- ✓ Communication folder (homework/agenda books)
- ✓ Data reports
- ✓ Graphic organizers and frames
- ✓ Growth Performance Assessment Reports
- ✓ Imagine Schools Curriculum Guide
- ✓ Imagine Schools vision and mission statements
- ✓ Imagine Schools Survey results
- ✓ Imagine U: Restorative Practices Course
- ✓ Performance character resources
- ✓ Previous year's Character Survey
- ✓ Procedure charts
- ✓ Rubrics for routines
- ✓ Self-assessment sheet
- ✓ Student contracts
- ✓ Student portfolios
- ✓ Student reflection forms and journal
- ✓ Student Success Plan
- ✓ Tracking logs

## Additional Tools

- Digging Deeper Curriculum
- Drafting and revising tools
- Effective conflict resolution strategies outlines
- Grit Scale Action Research Tool
- Group critique forms
- Guided writing frames
- Inquiry sentence frames
- Peer Assessment Sheet
- Peer review of character reflections form
- Portfolio Evaluation forms
- Problem solving posters
- Student Focus Groups
- Student Reflection forms
- Student Self-efficacy Tool

## OWN

- ✓ Anchor charts
- ✓ Character Evaluations feedback
- ✓ Character.org's CSED Guidelines
- ✓ Collaborative structures
- ✓ Data chat forms
- ✓ Data reports
- ✓ Discussion frames
- ✓ Feedback tools and tips
- ✓ Graphic organizers
- ✓ Growth Performance Assessment Reports
- ✓ Peer Assessment sheet
- ✓ Portfolio forms
- ✓ Previous year's report card
- ✓ Report cards
- ✓ Rubrics
- ✓ Self-assessment sheet
- ✓ Student tracking logs
- ✓ Vocabulary tools and tips
- ✓ Writing frames and resources

## Additional Tools

- Accountable Talk rubric
- Conferencing forms
- Listening and speaking rubrics
- Performance character rubric
- Reciprocal teaching tools
- Record of data chats
- Student goal forms
- Summary and question frames
- Video analysis tool

# TOOLS FOR PARENTS

## PARTNER

- ✓ *Academic Excellence Framework*
- ✓ Character.org's 11 Principles Framework
- ✓ Character.org's CSED Guidelines
- ✓ Communication folder (homework/agenda books)
- ✓ Environmental checklist
- ✓ Goal setting forms
- ✓ Home learning expectations
- ✓ Imagine Schools and school brochure
- ✓ Imagine Schools Family Surveys
- ✓ Parent activity sign-in sheets
- ✓ Parent conference forms
- ✓ Parent handbook
- ✓ Parent needs assessment
- ✓ Parent Teacher Organization agendas, minutes and announcements
- ✓ Parent workshop agenda forms
- ✓ Parent workshops sign-in sheets
- ✓ Progress reports
- ✓ Renaissance Home Connect
- ✓ School Excellence Plan (parent sections)
- ✓ School newsletter
- ✓ School website and social media
- ✓ Student Success Plan
- ✓ Volunteer application packet
- ✓ Volunteer log

## Additional Tools

- Class newsletters and blogs
- Welcoming tools

## CHOOSE

- ✓ Attendance logs
- ✓ Behavior and reflection logs
- ✓ Celebration announcements and invitations
- ✓ Certificates
- ✓ Data notebooks
- ✓ Growth Performance Parent Assessment Reports
- ✓ Home learning tools and tips
- ✓ Imagine Schools and school flyers, newsletters, brochures, website and social media
- ✓ Imagine Schools vision and mission statements
- ✓ Imagine Schools Family surveys
- ✓ Parent event attendance log
- ✓ Parent conference logs
- ✓ Progress monitoring reports
- ✓ Progress reports
- ✓ Renaissance Home Connect
- ✓ Response to Intervention forms
- ✓ School calendar
- ✓ School Excellence Plan (parent sections)
- ✓ Standardized test parent reports
- ✓ Student achievement bulletin boards
- ✓ Student Success Plan forms

## Additional Tools

- Home learning commitment

# TOOLS FOR GOVERNING BOARDS

## INFORM

- ✓ *Academic Excellence Framework*
- ✓ Acceleration Model
- ✓ Annual budget
- ✓ Board meeting agenda and minutes
- ✓ Board policy binders
- ✓ Board roles and responsibilities resources
- ✓ Character.org's 11 Principles Framework
- ✓ Character.org's CSED Guidelines
- ✓ Charter agreement
- ✓ Charter application
- ✓ Charter bylaws
- ✓ Data reports
- ✓ Growth Performance Assessment Reports
- ✓ Imagine Schools Curriculum Guides
- ✓ Imagine Schools vision and mission statements
- ✓ Imagine Schools Survey results
- ✓ Literacy Focus Strategies
- ✓ Literacy Position Paper
- ✓ Monthly principal reports
- ✓ National call data guidelines
- ✓ Progress monitoring reports
- ✓ School Excellence Plan
- ✓ Standardized test reports
- ✓ State assessment reports

## Additional Tools

- Accountable Talk Rubric

## ADVISE

- ✓ Assessment calendar
- ✓ Board meeting attendance reports
- ✓ Board policy binders
- ✓ Board responsibilities form
- ✓ Character development goals
- ✓ Charter agreement
- ✓ Charter application
- ✓ Charter bylaws
- ✓ Classroom and schoolwide behavior management plans
- ✓ Focus calendar
- ✓ Imagine Schools and school publications
- ✓ Professional development calendar
- ✓ Progress monitoring data
- ✓ Public notice announcement
- ✓ School Character Core Values
- ✓ School Excellence Plan
- ✓ Strategic planning templates
- ✓ Trend reports

## Additional Tools

- Welcoming tools
- Public comment request form
- Board training certificate
- Board member application form
- Oath of public office form





## **Imagine Schools**

1900 Gallows Road, Suite 250

Vienna, VA 22182

[imagineschools.org](http://imagineschools.org)

