



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL:

Imagine Elementary at North Lauderdale Charter School

CHARTER SCHOOL LOCATION NUMBER: 5171

GRADES SERVED: K-5

DATE: December 15, 2017

☐ This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF NON-PROFIT: The Learning Excellence Foundation of East Broward County

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Erin Kelly and Joyce Ferguson

TITLE/RELATIONSHIP TO NON-PROFIT: Principal and Governing Board Chair

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NAME OF EDUCATION SERVICE PROVIDER (if any): Imagine Schools

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Erin Kelly
Printed Name

Principal
Position/Title

(see uploaded and signed PDF)
Signature

December 15, 2017
Date

Broward County Public Schools
Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)19b1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract 1002.33(7)(a)19. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:

1. Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown.”

In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, December 15, 2017. Only electronic documents submitted in Charter.Tools will be accepted.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all attachments referenced in the narrative.
- When the Renewal Program Review is uploaded into Charter.Tools, rename the document using the format of HappyCharter6868; SunnyCharter7878, etc.
- Renewal packets must contain a table of contents identifying the pages where the sections are discussed. Table of Contents must accurately identify each section, including attachments, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.
- Number all pages and ensure that pagination is in sequential order.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after Friday, December 15, 2017.

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EXECUTIVE SUMMARY

The Executive Summary should provide an overview of what the charter school has accomplished over the last term of its contract agreement; how the charter school is adequately fulfilling its mission and vision; what concerns and/or deficiencies there are in the educational, financial and/or operational performance of the charter school and provide information on the charter school's goals for the next term of the charter agreement should the charter school be approved for renewal.

Imagine North Lauderdale is one of Broward County Public Schools' thirty-seven elementary campuses that serve a community where ninety-five percent or more of students are considered economically disadvantaged. As a school of choice without residential address boundaries, Imagine North Lauderdale serves children whose parents or guardians choose to partner with the school after an unsatisfactory experience at other schools located within North Lauderdale (48%), Fort Lauderdale (14%), Margate (9%), Lauderdale (8%), Lauderdale Lakes (8%), Tamarac (5%), Pompano Beach (4%) and other Broward communities (4%). Although it is a school of choice, Imagine North Lauderdale serves a transient community - approximately twenty percent of the student body is new to campus each year. With ninety-six to ninety-eight percent of students qualifying for Free or Reduced lunch, when a lease expires or the family dynamic changes, many families have no choice but to relocate outside of the community. Despite continuous student turnover, however, since the inception of the 2013 – 2018 contract, Imagine North Lauderdale's enrollment has increased by eighty-four percent, from 342 to 630 students. Ninety-five percent of Imagine North Lauderdale's newly enrolled intermediate aged students enter as deficient readers. Approximately forty percent of students speak English as a second language. The academic, social, and emotional needs of Imagine North Lauderdale's student body are vast, and Imagine North Lauderdale's specialty is meeting the needs of many of the district's neediest students. Imagine North Lauderdale's bottom-quartile learning gains demonstrate the campus' effectiveness in serving its niche demographic – “at-risk” students. Regardless of their needs, background, or present level of performance, one hundred percent of students who enroll at Imagine North Lauderdale are welcomed and included in the campus' instructional and positive character development programs, most of which are designed to fill achievement gaps and develop social and emotional intelligence.

In July 2011, due to its status as one of Broward County School District's persistently lowest-performing schools, Imagine Elementary at North Lauderdale Charter was identified as a Tier I school and awarded the federal School Improvement Grant (SIG). Prior to implementing SIG initiatives, Imagine North Lauderdale was the lowest-performing elementary school in Broward County, earning 353 points and an F grade on the 2011 Florida School Accountability Report. From August 2011 to June 2014, the school's reconstituted team of educators persisted in using SIG funds to implement turnaround initiatives and report progress in SIG's four priority areas: raising standards and improving assessments; recruiting, retaining, and supporting effective educators; building robust data systems to track student progress and improve practice; and turning around a low-performing school. After three years of designing and implementing targeted turnaround initiatives and consistent progress monitoring, Imagine North Lauderdale transformed the campus' educational program and positively impacted student achievement significantly enough to earn its first B grade. Between 2011 and 2014, Imagine North Lauderdale gained 156 points on its School Accountability Report – a 45% increase over the 509 points earned in 2011 and evidence of Imagine North Lauderdale's capacity to fulfill its mission of basing all decisions upon the needs of a traditionally underserved population of students.

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In June 2014, the SIG award period ended and the school's leadership team was tasked with maintaining SIG initiatives without the support of grant revenue. Determined to maintain robust extended learning opportunities for Imagine North Lauderdale's scholars, the leadership team submitted the a 21st Century Community Learning Center (CCLC) Request for Proposal in July 2014 and was elated to learn the vision for the Imagine More Success – Let's Move 21st Community Learning Center would become a reality. Early Warning System indicators are used to identify 100 to 120 of the campus' highest need students who receive 12 hours per week of afterschool support, four hours of Saturday learning, and 20 full days of summer learning opportunities, all funded by the 21st CCLC grant.

Although Imagine North Lauderdale's team serves one the district's neediest populations, persistence and commitment to student achievement and positive character development has paid off. Imagine North Lauderdale has maintained a B or C school grade for four consecutive years and is currently the top performing of the thirty-seven Broward County schools that serve communities where ninety-five percent or more of students are considered Economically Disadvantaged.

If awarded the opportunity to serve students within the North Lauderdale community, Imagine North Lauderdale is committed to developing and implementing rigorous and effective Corrective Action Plans to resolve deficiencies recently cited during the November 6, 2017 On-Site Programmatic Review.

Imagine North Lauderdale has demonstrated its ability to meet the needs of students who have struggled to find success in other schools and is committed to taking the steps necessary to move back into 100% compliance with ESE and ESOL requirements.

Evaluation Criteria: Executive Summary

The Executive Summary will not be rated. This section should provide the reviewer with general information about the charter school's past, present and future.

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EDUCATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)3, 1002.33(7)(a)4, 1002.33(16)(a)2, 1003.435 and 1008.341, Florida Statutes

Federal and State Accountability:

A. AYP/AMO School Improvement Status

Not applicable

B. AYP/AMO Attainment

C. Subgroups Attainment of AYP/AMO

Annual Measurable Objective (AMO) Progress - Reading							
	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	Target AMO Reading 2014	Met Target Reading 2014	Improving, Reading 2014
ALL STUDENTS	26	28	29	32	45	N	Y
BLACK/AFRICAN AMERICAN	26	30	29	31	45	N	Y
HISPANIC	26	23	40	25	45	N	N
ENGLISH LANGUAGE LEARNERS	7	23	21	30	30	Y	NA
STUDENTS WITH DISABILITIES	***	15	15	13	25	N	N
ECONOMICALLY DISADVANTAGED	24	27	29	31	43	N	Y

Annual Measurable Objective (AMO) Progress - Math							
	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	Target AMO Math 2014	Met Target Math 2014	Improving, Math 2014
ALL STUDENTS	25	43	37	48	44	Y	NA
BLACK/AFRICAN AMERICAN	24	44	36	47	43	Y	NA
HISPANIC	37	45	45	50	53	Y	NA
ENGLISH LANGUAGE LEARNERS	14	50	36	55	36	Y	NA
STUDENTS WITH DISABILITIES	8	15	38	39	31	Y	NA
ECONOMICALLY DISADVANTAGED	23	43	38	47	42	Y	NA

Annual Measurable Objective (AMO) Progress - Writing				
	Writing % Satisfactory 2012 (Using 2013 Standards)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? ($\geq 90\%$ Satisfactory, or $\geq 1\%$ Improvement)
ALL STUDENTS	30	57	68	Y
BLACK/AFRICAN AMERICAN	31	60	62	Y
ENGLISH LANGUAGE LEARNERS	NA	NA	92	Y
ECONOMICALLY DISADVANTAGED	31	57	70	Y

Annual Measurable Objective (AMO) Progress – Lowest 25%							
Learning Gains Points for Low 25% Reading 2011-12	Learning Gains Points for Low 25% Reading, 2012-13	Learning Gains Points for Low 25% Reading, 2013-14	Learning Gains Progress Met for Low 25% Reading	Learning Gains Points for Low 25% Math, 2011-12	Learning Gains Points for Low 25% Math, 2012-13	Learning Gains Points for Low 25% Math, 2013-14	Learning Gains Progress Met for Low 25% Math
65	78	74	Y	83	53	88	Y

D. FCAT 2.0 / FSA / EOC Achievement

Florida Standards Assessment (FSA)/Florida Comprehensive Assessment Test (FCAT) Annual Comparative Data										
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Free & Reduced Lunch Rate	96	96	98	96	97	98	96	95	89	87
Minority Rate	98	97	97	97	95	97	97	97	97	98
FSA/FCAT 2.0 Reading % Proficient	34	31	35	32	29	28	39	45	52	47
FSA/FCAT 2.0 Math % Proficient	55	43	43	48	37	43	41	46	37	41
FSA/FCAT Writing Proficiency				68	57	64	73	78	93	84
FCAT 2.0 Science Proficiency	28	37	45	39	40	32	12	12	6	18
Percentage of Total School Accountability Points	55%	49%	41%	64%	50%	56%	44%	52%	52%	49%
State Awarded Letter Grade	B	C	C	B	D	C	F	D	D	F

E. Annual Student Gains

Florida Standards Assessment (FSA)/Florida Comprehensive Assessment Test (FCAT) Annual Comparative Data										
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
FSA/FCAT 2.0 Reading Learning Gains	58	51		74	62	62	50	51	72	51
FSA/FCAT 2.0 Math Learning Gains	74	69		86	42	73	35	54	46	50
Percentage of Total School Accountability Points	55%	49%	41%	64%	50%	56%	44%	52%	52%	49%
State Awarded Letter Grade	B	C	C	B	D	C	F	D	D	F

F. Annual Gains of Students in the Lowest 25 Percent

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Florida Standards Assessment (FSA)/Florida Comprehensive Assessment Test (FCAT) Annual Comparative Data										
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
FSA/FCAT 2.0 Reading Lowest 25% Learning Gains	63	50		74	78	65	53	57	65	42
FSA/FCAT 2.0 Math Lowest 25% Learning Gains	73	59		88	53	83	50	70	47	61
Percentage of Total School Accountability Points	55%	49%	41%	64%	50%	56%	44%	52%	52%	49%
State Awarded Letter Grade	B	C	C	B	D	C	F	D	D	F

G. Percentage of Students Tested

99% of students were tested in 2013/2014. 100% of students were tested in 2014/2015-2016/2017.

H. Relative Performance

Imagine Elementary at North Lauderdale Charter's progress compared to other former School Improvement Grant Recipients

2017 Florida Standards Assessment ~ School Improvement Grant (SIG) Recipient Comparison																								
School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Percent of Total Possible Points	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	% Minority	% Econ. Dis.
IMAGINE CHARTER/N LAUDERDALE	34 (3rd)	58 (1st)	63 (1st)	55 (2nd)	74 (1st)	73 (1st)	28 (1st)	55 (1st)	B (1st)	C	C (1st)	B (1st)	D	C	F	D	D	F	C	C	C	F	98.0	95.6
NORTH LAUDERDALE PK-8	40	38	32	50	52	46	26	43	C	C	D	C	D	C	C	F	C	C	B	C	C	98.4	94.1	
WALKER ELEMENTARY SCHOOL (MAGNET)	19	42	56	25	52	56	7	37	D	F	F	F	D	C	C	F	C	D	D	C	C	98.5	98.8	
LARKDALE ELEMENTARY SCHOOL	16	35	36	24	38	33	18	29	F	C	F	F	D	C	B	D	C	D	F	C	F	C	99.8	96.1
NORTH FORK ELEMENTARY SCHOOL	24	41	44	40	59	42	26	39	D	C	F	F	D	C	C	D	D	C	F	B	C	B	97.4	99.2
DILLARD ELEMENTARY SCHOOL	18	44	54	38	49	44	17	38	D	F	F	C	D	C	B	F	A	A	C	C	A	A	99.6	98.9
DR. MARTIN LUTHER KING MONTESSORI ACADEMY	22	40	52	26	35	19	17	30	F	D	F	F	F	D	C	D	C	D	D	C	C	C	98.6	98.3
SUNLAND PARK ACADEMY	44			58				51	C	C	F	A	D	F	D	D	F	F	F	D	D	D	97.5	95.9

Within Broward County, there are 37 schools where 95% or more of students are considered Economically Disadvantaged. Based on 2017 Florida school grade data, Imagine Elementary at North Lauderdale Charter was the top performing school.

I. School Grade (If available)

J. School Improvement Plan (If applicable)

K. 300-Lowest Performing Elementary Schools Plan (If applicable)

Not applicable

L. School Improvement Rating (If applicable)

Not applicable

M. Graduation Rate (If applicable)

Not applicable

N. Cohort Data

Not applicable

In narrative format:

- A. Explain the charter school's current School Improvement Status. How has the school met these standards required for federal and state accountability? If the charter school has not met these standards, what measures will be implemented for improvement?

The school is not required to submit a School Improvement Plan (SIP) to the state, but does complete a SIP for internal data analysis and goal setting. The staff has included all SIP's for the life of the charter agreement in the appendix.

- B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

This section is not applicable.

- C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

The last year this information applied to the school was 2013-2014. Although this no longer applies to the school, a narrative describing the data is listed below.

For the 2013-2014 school year, English Language Learners met their Reading AMO Target of 30%. All students, Black/African American students, and Economically Disadvantaged students showed improvement in reading, although the AMO Reading Target was not achieved. Hispanic students did not meet the 2014 Reading AMO Target of 45%; their reading proficiency decreased by 15%, dropping from 40% in 2013 to 25% in 2014. Students with disabilities also did not meet the 2014 Reading AMO Target of 25%; their reading proficiency decreased by 2%, dropping from 15% in 2013 to 13% in 2014.

In math, all subgroups of students surpassed their AMO Math Targets.

All subgroups assessed on the 2014 FCAT 2.0 Writing assessment met AMO Writing Targets. In both reading and math, the lowest 25% of students met AMO Lowest 25% AMO Learning Gain Targets.

- D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science). If the school is not using state assessments such as FSA or EOC, what assessments are administered and how often is student progress monitored?

In 2017, thirty-four (34%) percent of students demonstrated proficiency on the FSA English Language Arts (ELA) test. This was a three (3%) percent increase in proficiency as compared to 2016 and an overall increase of two (2%) percent as compared to 2014. English Language Arts proficiency decreased by one (1%) percent as compared to 2015.

In 2017, fifty-five (55%) percent of the students demonstrated proficiency on the FSA Math test. This was a twelve (12%) percent increase in proficiency as compared to 2016 and 2015 and a seven (7%) percent increase in proficiency as compared to 2014.

Writing proficiency was included in the FSA ELA score during the 2015-2017 school years. Sixty-eight (68%) percent of students scored proficient in writing in 2014.

In 2017, twenty-eight (28%) percent of fifth grade students scored proficient on the FCAT 2.0 Science test. This was an eleven (11%) percent decrease from 2014. Additionally, thirty-seven (37%) percent of students demonstrated proficiency in 2016 and forty-five (45%) percent of students demonstrated proficiency in 2015.

- E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

The students are making one year's worth of growth annually. Over the past five years, a range of fifty-one (51%) to seventy-four (74%) percent of students made learning gains in reading and a range of forty-two (42%) to eighty-six (86%) of students made learning gains in math. From 2012 through 2017, the overall average learning gains in reading are sixty-one (61%) percent and the overall average learning gains in math are sixty-nine (69%) percent. During the most recent 2016-2017 school year, fifty-eight (58%) percent of the third through fifth grade students made learning gains in reading, while seventy-four (74%) percent of the students made learning gains in math.

- F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Each year since 2010, at least fifty percent (50%) of the lowest-performing quartile of students made one year's worth of growth annually in mathematics and reading. In 2017, sixty-three (63%) of students made one year's worth of growth in reading and seventy-three (73%) of students made one year's worth of growth in math. Over the past six years, a range of fifty (50%) percent to seventy-eight (78%) of the lowest-performing quartile of students made one year's worth of growth annually in reading and a range of fifty-three (53%) to eighty-eight (88%) percent made learning gains in math. From 2012-2017, the overall average learning gains of the lowest-performing quartile of students in reading is sixty-six (66%) and in math is seventy-one (71%). From the most recent 2016-2017 school year, sixty-three (63%) percent of the lowest performing quartile of third through fifth grade students made learning gains in reading, while seventy-three (73%) percent of the students made learning gains in math.

- G. Verify that the school is appropriately administering applicable state standardized tests to its students. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

The school is appropriately administering applicable state standardized tests to the students. All third grade students complete the FSA reading and math tests, all fourth grade students complete the FSA reading, math, and writing tests, and all fifth grade students complete the FSA reading, math, and writing tests and the FCAT 2.0 science test. In 2013-2014, 99% of the students were tested. 100% of students were tested from 2014-2015 to the present.

- H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

Overall, Imagine Charter at North Lauderdale continues to outperform other School Improvement Grant (SIG) recipient schools within Broward County. For the 2017 school year, Imagine Charter at North Lauderdale was the top performing school as compared with other former SIG recipient schools in the following categories: ELA Learning Gains, ELA Lowest 25% Learning Gains, Math Learning Gains, Math Lowest 25% Learning Gains, Science Achievement, Overall Points Earned, and School Grade. The school scored second in Math Achievement and third in ELA Achievement. The school earned a C letter grade in 2015, while the other former SIG recipient schools earned D or F letter grades. Imagine Charter at North Lauderdale earned a B letter grade in 2014, while one school earned an A and the others earned a C or an F letter grade.

Within Broward County, there are 37 schools where 95% or more students are considered Economically Disadvantaged. Based on 2017 Florida school grade data, Imagine Elementary at North Lauderdale Charter was the top performing school in the categories of Percent of *Total Possible Points Earned* and in the *2017 Letter Grade*.

- I. Identify the charter school's school grade. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade? If a charter school does not get a school grade nor a School Improvement Rating, what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?**

During the course of the five-year charter agreement, the school maintained a C or B letter grade status. In 2017 and 2014, the school earned a B letter grade. In 2016 and 2015, the school earned a C letter grade. Before the five-year contract began in July 2013, the school earned a D letter grade in June 2013. The school implemented researched-based curriculum initiatives outlined in the School Improvement Plan to increase student achievement and learning gains. Although Imagine Elementary at North Lauderdale Charter is not currently required to submit a School Improvement Plan to Broward County, the Instructional Leadership Team writes an internal School Improvement Plan that details the research-based curriculum initiatives that the school staff continues to implement. This is a best practice that allows the school staff to establish goals and monitor progress towards these goals.

In order to ensure student growth and maintain achievement, the Instructional Leadership Team applied for the 21st Century Community Learning Centers grant through the FLDOE to replace the Extended Learning Opportunity (ELO) funds previously provided by the SIG grant. The grant was awarded to the school during the 2014-2015 school year, with the program beginning in January 2015. The program enrolls 100 second through fifth grade students who have several early warning system indicators, such as being below-grade level in reading or math, previously retained, frequently absent, referred for behavior, ESE, and ESOL. The program affords students 120 After School sessions, 18 Saturday School sessions, and 20 Summer School sessions. A student who attends both the After School and Saturday School sessions receives as many as sixteen extra hours of learning each week. During the Summer School sessions, students receive five weeks of thirty-six hours of additional learning.

- J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.**

Imagine Elementary at North Lauderdale Charter achieved a B or C letter grade during the course of the charter renewal period. Immediately before the charter was renewed, the school received a D letter grade and was required to submit and closely follow a state-mandated SIP during the 2013-2014 school year. The school was in monitoring status for 2014/2015 and 2015/2016.

2013-2014 SIP Reading Goals:

Reading Proficiency Target SIP Goal: Forty-six percent (46%) of students (99) will score proficient on the 2014 Reading FCAT 2.0.

Safe Harbor: Thirty-six percent (36%) of students (77) will score proficient on the 2014 Reading FCAT 2.0.

Reading Learning Gains Target SIP Goal: Seventy percent (70%) of students (100) will make learning gains, as measured by the 2014 Reading FCAT 2.0.

Safe Harbor: Sixty-six percent (66%) of students (94) in grades 3-5 will make learning gains, as measured by the 2014 Reading FCAT 2.0.

Lowest 25% Reading Learning Gains Target Goal: Eighty-five percent (85%) of our lowest 25% students in grades 3-5 will make learning gains, as measured by the 2014 Reading FCAT 2.0.

Safe Harbor: Eighty-one percent (81%) of our lowest 25% of students in grades 3-5 will make learning gains, as measured by the 2014 Reading FCAT 2.0.

The school achieved a thirty-two (32%) proficiency rate with seventy-four (74) points awarded for both overall learning gains and for the lowest performing quartile of students. The school did not meet the Target SIP goals, but did exceed the Reading Learning Gains Safe Harbor goal. The school was four (4%) percent below meeting the Reading Proficiency goal and seven (7%) percent from the goal for learning gains for the lowest achieving quartile of students.

2013-2014 SIP Math Goals:

Math Proficiency Target SIP Goal: Forty-five percent (45%) of students (99) will score proficient on the 2014 Math FCAT 2.0.

Safe Harbor: Forty-four percent (44%) of students (95) will score proficient on the 2014 Math FCAT 2.0.

Math Learning Gains Target Goal: Seventy-three percent (73%) of students (104) will make learning gains, as measured by the 2014 Math FCAT 2.0.

Safe Harbor: Forty-eight percent (48%) of students (69) will make learning gains, as measured by the 2014 Math FCAT 2.0.

Lowest 25% Math Learning Gains Target Goal: Eighty-three percent (83%) of our lowest 25% students in grades 3-5 will make learning gains, as measured by the 2014 Math FCAT 2.0.

Safe Harbor: Fifty-eight percent (58%) of our lowest 25% of students in grades 3-5 will make learning gains, as measured by the 2014 Math FCAT 2.0.

The school achieved a forty-eight (48%) proficiency rate with eighty-six (86) points awarded for overall learning gains and eighty-eight (88) points for learning gains for the lowest achieving quartile of students. The school exceeded all Target SIP goals and Safe Harbor goals.

2013-2014 SIP Science Goals:

Science Proficiency Target SIP Goal: Fifty (50%) percent of students (34) will score proficient on the 2014 Science FCAT 2.0.

Safe Harbor: Forty-six (46%) percent of students (32) will score proficient on the 2014 Science FCAT 2.0.

The school achieved a thirty-nine (39%) percent proficiency rate on the Science FCAT 2.0 test. The school did not meet the Target Goal or the Safe Harbor goal.

2013-2014 SIP Writing Goals:

Writing Proficiency Target SIP Goal: Sixty-five percent (65%) of students (32) will score a 3.5 or higher on the 2014 Writing FCAT 2.0.

Safe Harbor: Sixty-two percent (62%) of students (31) will score a 3.5 or higher on the 2014 Writing FCAT 2.0.

The school achieved a sixty-eight (68%) percent proficiency rate on the Writing FCAT 2.0. This exceeded by the Target SIP goal and the Safe Harbor goal.

Although the school is not on a state-mandated School Improvement Plan the school creates an internal School Improvement Plan as a best practice that allows the school staff to establish goals and monitor progress towards these goals. The school continues to set S.M.A.R.T. goals for proficiency and learning gains in each of the academic areas above. All School Improvement Plans are located in the appendix for review, as needed.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

The charter school has not been identified as one of the 300 Lowest-Performing Elementary Schools in Florida during the five-year contract period.

- L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. If the charter school has not received a SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

This section is not applicable to Imagine Elementary at North Lauderdale Charter.

- M. Identify the charter school's graduation rate, if applicable. What has been the charter school's graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet or exceed this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

This section is not applicable to Imagine Elementary at North Lauderdale Charter.

- N. Provide in-cohort and post-cohort data and explain how the school will continue to increase in-cohort and post-cohort graduation rates.

This section is not applicable to Imagine Elementary at North Lauderdale Charter.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below.

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0 (applicable years during the term of current charter agreement)**
- **FSA (applicable years during the term of the current charter agreement)**
- **EOC (applicable years during the term of the current charter agreement)**
- **State AYP/AMO Standards**
- **FLDOE School Grade (prior 5 years)**
- **FLDOE Report Card**
- **300-Lowest Performing Elementary Schools Plan**
- **Progress Monitoring Reports (prior 5 years)**
- **Notification of School Improvement Rating (prior 5 years), If Applicable**
- **Graduation Rate (prior 5 years), If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**

Unless otherwise specified, all sources of evidence will be for the prior year only.

Evaluation Criteria: Federal and State Accountability

This section should provide the reviewer with the academic details related to the charter school's federal and state accountability. The narrative should clearly explain the progress of the charter school and identify any shortcomings in standardized testing. The sources of evidence should be those that have been provided by the Florida Department of Education

Imagine Elementary at North Lauderdale Charter/5171
EDUCATIONAL PERFORMANCE

Statutory References: Section 1002.33(7)(a)3, Florida Statutes

Mission-Specific Accountability:

A. Achievement of Mission/Specific Goals

In narrative format:

- A. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

Imagine Elementary at North Lauderdale Charter's mission is, *"It is all about the students. No exceptions. No Excuses."*

The mission of the school's Educational Service Provider, Imagine Schools, states, *"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."*

Imagine's Six Measures of Excellence are interdependent indicators that, when considered together, identify how well the school is meeting the needs of the whole child. The Six Measures of Excellence are:

- Academic Growth
- Shared Values
- Parent Choice
- Character Development
- Economic Sustainability
- School Development

The Six Measures are defined as:

Academic Growth

Student's academic growth is fundamental to the Imagine Elementary at North Lauderdale Charter's mission and, accordingly, instructional staff members maintain a rigorous, differentiated instructional delivery system that aligns with Florida Standards. "Academic Growth" is measured by "same student annual learning gains" on the STAR Reading and Math tests. A learning gain is a measure of the relative amount of growth that a student has made over a period of time (typically a school year). The expected measure of growth is 1.00. STAR assessment data provides Imagine educators with an additional framework to consider when evaluating student academic achievement. While the FSA measures student mastery of Florida standards, the STAR test assesses grade-appropriate content that reflects both state and national standards. Each student in kindergarten through fifth grade is given the STAR Early Literacy or Literacy and Math tests quarterly. The difference between the Norm Curve Equivalent from the Fall and Spring batteries determines each child's annual learning gain. The school goal is for

Imagine Elementary at North Lauderdale Charter/5171 each child to show at least one school year's worth of growth, noted as a 1.00 gain.

Before Imagine Schools used the STAR assessment for learning gain calculations, the SAT-10 test was used. In 2013-2014, the students had an average reading learning gain of 1.04 on the SAT 10 and an average math learning gain of 1.13. In 2014-2015, Imagine Schools began to use the STAR test to measure learning gains. Students scored 1.03 learning gain in both reading and math. During the 2014-2015 school year, students scored a 1.02 average learning gain in reading and a 0.99 average learning gain in math. Finally, in 2016-2017, students scored a 1.03 average learning gain in reading and a 1.02 average learning gain in math.

Each of the reports showcase data that illustrates Imagine Elementary at North Lauderdale Charter's niche of instructing the lowest performing quartile of students.

Academic School Year	Reading Overall Average Learning Gain	Reading Learning Gain for the Lowest Performing Students	Math Overall Average Learning Gain	Math Learning Gain for the Lowest Performing Students
2013-2014	1.04	1.10	1.13	1.18
2014-2015	1.03	1.09	1.03	1.09
2015-2016	1.02	1.05	0.99	1.04
2016-2017	1.03	1.08	1.02	1.09

The table above shows that the lowest performing quartile of students experience a higher average learning gain than the overall school's average.

In addition, Imagine Elementary at North Lauderdale Charter was recognized during the 2016-2017 school year among the other Imagine Schools for having the highest same-student learning gains in math over the course of two years.

The school works to support students' academic growth by choosing to have a school day that is one hour longer than required. This allows for additional time on task. The Imagine More Success-Let's Move 21st CCLC program also allows at least 100 of the school's most at-risk students as many as sixteen additional hours of learning during a school week and as many as thirty-six (36) additional hours of learning for each of five weeks in the summer. The extended learning opportunities offered at Imagine Elementary at North Lauderdale Charter are proven to bolster student achievement and learning gains.

Within the 2016-2017 Imagine Schools Student Character Survey, it is evident that students' recognize the high expectations that their teachers have. Ninety-nine (99%) percent of students agreed that "Teachers and other adults in this school expect me to do my best." Ninety-six (96%) percent of students agreed that "If I don't understand something, my teachers take time to explain it in another way. Ninety-seven (97%) percent of parents agreed that "Teachers and staff in this school have academic and character expectations for my children."

Finally, auditors who conducted the school's AdvancEd External Review noticed the staff's commitment to academic growth. One stated, "Administration, teachers, and support staff are committed and willing to go above and beyond their job descriptions on a daily basis. The external review team noticed an overwhelmingly dedicated and committed group of individuals who expressed overwhelming concern for the school's performance." Another auditor noted,

“Stakeholders recognized the local area need to serve students with a physically and emotionally safe educational environment. Imagine Elementary at North Lauderdale Charter School provides services to a population of at-risk students who may not find successes with schooling at other locations. The review team observed a need for this school in the community that it serves. Business partners and community members revealed during interviews the powerful practice that school leadership and teachers take part in on a daily basis meeting the basic needs of an economically disadvantaged group of children.”

Shared Values of Justice, Integrity and Fun

The “Shared Values” measure is extremely important because of the values it encompasses – justice, integrity, and fun. Justice does not mean sameness or equality, but that every stakeholder is treated uniquely and appropriately. Each parent/guardian, student, and colleague is a special, unique individual.

Integrity means that every employee is responsible for the organization’s results, both locally and nationally, for the good of the whole. Imagine stakeholders agree to do our best and accept responsibility for actions. Adults model integrity for students on a daily basis.

“Fun” means creating a joyful environment in which stakeholders are empowered to make decisions that lead to meaningful teaching and learning. All staff members are empowered to make decisions that impact Imagine Elementary at North Lauderdale Charter. After seeking advice and weighing all options, decision makers are empowered to make an informed decision, and are held accountable for the decision. Many teachers and school leaders choose Imagine because they know they will be asked for advice and will have the opportunity to contribute to initiatives that affect the entire school. Students are also empowered to make decisions within their classroom and grade-level teams. The school received four A’s and a B over the past five years in this category.

Parent/Guardian Choice

“Parent Choice” impacts enrollment. Since Imagine Elementary at North Lauderdale Charter school does not have assigned boundaries, faculty and staff have to find creative ways to meet student needs so that parents choose Imagine Elementary at North Lauderdale Charter as their partner in their child’s education. Parents partner with the school for many reasons – the extended learning day, individualized student learning plans, and faculty-wide commitment to meeting needs as they arise. Ninety-seven (97%) percent of parents report that the school is a welcoming environment for all students and their families. Parents are confident that their children are safe. Imagine Elementary at North Lauderdale Charter is a family, and the parents want to be part of that family.

The annual Parent Survey is one method used to measure Parent Choice. Administered each March, the survey asks parents a variety of questions and the school is graded accordingly. Because parents are satisfied in choosing Imagine Elementary at North Lauderdale Charter as their child’s educational institution, the school received a B+ in the measure of Parent Choice in 2016-2017 school year. The school received two A’s, a B, and a C in the prior years. A portion of the Parent Choice measure is how successfully parents are included in their child’s education. Monthly Family Learning Nights effectively educate and encourage parents to take an active role in monitoring their child’s academic achievement. During 2016-2017, over ninety-five (95%) percent of parents reported the school offers activities to get involved with their child’s education. In addition, ninety-five percent (95%) of parents said they are satisfied with the quality of education their children are receiving. This is markedly improved compared to 2011-

2012 when only seventy-six (76%) percent of parents agreed with this statement. Ninety-one (91%) percent of parents said they are likely to recommend Imagine Elementary at North Lauderdale Charter school to others. But a score on a survey is only half of the measure. At recent 21st CCLC Advisory Board meetings, parents share their appreciation for the work the staff does to help their children. One parent noted that her daughter was below level in math and excelled to an eighth grade level because of the extended learning opportunity she had. Another parent stated that without the additional support from school staff, she does not know how she would give her students additional support. Positive survey feedback and increased parent involvement demonstrate that parents are satisfied with Imagine Elementary at North Lauderdale Charter's role in their child's education.

Through the 21st CCLC program, parents are able to learn about areas they are interested in. Beginning in May 2014, Imagine Elementary at North Lauderdale Charter stakeholders formed a Planning Task Force. To identify local problems, needs, and gaps in services, Task Force members collaboratively reviewed existing survey data and minutes from monthly Governing Board and School Advisory Council meetings, researched various types of meaningful and ongoing family services, then developed a needs assessment survey designed to identify preferred adult and family learning opportunities. The needs assessment was disseminated to families during dismissal, with a website link, and through an email blast. Survey feedback was compiled and compared to previously administered surveys, including 2012, 2013, and 2014 national Imagine Family, Character and Shared Values surveys and the 2013 AdvancEd Parent and Student surveys. Families noted that they were interested in gaining support in areas such as navigating tax preparation with Obama Care, receiving Mental Health Care for Adults, setting structure at home, and helping their families become healthier. The school connected with community partners who are experts in the areas to speak at Family Education nights. The school continues to offer classes that support adults in these areas and in other areas of need.

Finally, Imagine Schools works to meet the needs of the families and students at Imagine Elementary at North Lauderdale Charter. During the holidays, one Imagine School collects food donations to give to families, while another collects toys to give to the students. The school also runs five buses to six communities to assist families with their transportation needs.

Character Development

Imagine Elementary at North Lauderdale Charter emphasizes positive character development measured through student and parent survey results. Survey data reveals how effectively the character education programs impact the school climate in a positive manner. During the 2016-2017 year, ninety-five (95%) percent of students said that teachers and other adults at the school teach the child how to act. Ninety-three (93%) percent of students feel they have chances to reflect on their behavior and learn from mistakes they make. Ninety-six (96%) percent of parents said that their child is learning the social, emotional, and character skills that will help them succeed in society. Although Imagine Schools did not issue Character Education grades for 2016-2017, the school received three A's and a B score over the past four years.

In order to further develop students' character, the school teaches students *The Leader In Me's* Seven Habits of Happy Kids. This is a program that "teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader". Teachers are responsible for explicitly teaching their students the school-wide habit of the month. Monthly "Kids of Character" ceremonies are used to recognize one student from each class who demonstrates the focus habit. Winners are "elected" by their peers and are also recognized and featured on a bulletin board located in the cafeteria. Additionally, each "Kid

Imagine Elementary at North Lauderdale Charter/5171 of Character” receives free admission to the monthly Character Celebration, as well as three tickets they must use to recognize their peers who demonstrate outstanding character. Students submit completed tickets to the “Caught Doing Good” bucket in the front office and students are recognized each day on the morning announcements. School stakeholders encourage students to make a concerted effort to use manners, be helpful, and contribute to the Imagine Elementary at North Lauderdale Charter community.

Documenting and tracking discipline incidents is another method used to measure positive character development. The administrative team is diligent in documenting and monitoring all behavioral incidents so identification of students in need of behavior interventions receive appropriate, effective, and timely support. Additionally, school staff uses Basis 3.0 to track the history of behavioral incidents. The Response to Intervention (RTI) process provides a system to meet students’ emotional and social needs while maintaining a school climate that prioritizes safety and academic achievement.

The school’s instructional leadership team and a task force of teachers decided to implement Restorative Justice at the school. Restorative Justice is Imagine Elementary at North Lauderdale Charter’s philosophy that positive relationships, equitable dialogue, and shared decision making is key to our school community. Imagine Elementary at North Lauderdale Charter’s stakeholders strive to be proactive and focus on restoring relationships rather than being reactive and relying solely on punitive measures. The parties involved learn and practice the social, emotional, character, and academic skills to foster success in future endeavors.

Economic Sustainability

Imagine Elementary at North Lauderdale Charter strives to balance expenditures and revenues so that the school lives within its means annually and over the long-term. Careful stewardship of limited financial resources is essential, as Imagine must have the funds to cover rent, salaries, operating costs, and investments such as technology and instructional materials. Imagine Elementary at North Lauderdale Charter employees work steadfastly to be economically sustainable and use funds so that they will most benefit teaching, learning, and school growth. Imagine Schools expects every staff member from administrators to teacher, to understand school’s finances and to take responsibility for making wise spending decisions. Economic vitality and stability are as important as academic achievement in ensuring the school’s continued success. The Economic Sustainability Committee maintains expenses in line with revenue without negatively impacting the educational program. During the last five years, the school earned four B’s and one A.

School Development

School Development involves expanding the school’s facilities and programs. As an established school, Imagine Elementary at North Lauderdale Charter is not graded in this area; however, an active School Development Committee meets regularly with the focus of forming partnerships and raising awareness of school initiatives and student needs within the North Lauderdale community. This committee facilitates community partnerships and strives to network with families to recruit students for upcoming school years. Through the work of the committee and the Imagine More Success-Let’s Move! 21st CCLC Community Liaison, the school has mutually-beneficial partnerships with several individuals and businesses in the community. Through the relationships built with community partners, students attended field trips at colleges and universities, students learned about professions at a career day, and parents learn from specialized presentations at family nights.

Additionally, School Development committee members provide insight into class configuration, using space wisely, outfitting classrooms for twenty-first century technology, and maintaining the overall school grounds.

Sources of evidence for this section should include attachments of the following:

- **The mission statement as defined in the charter school's initial contract/application**
- **In cases of subsequent renewals, include the mission statement as defined by the current agreement.**

Evaluation Criteria: Mission-Specific Accountability

This section should provide the reviewer with the charter school's mission and how the charter school has been achieving its goals as defined in the mission.

Imagine Elementary at North Lauderdale Charter/5171
EDUCATIONAL PERFORMANCE

Statutory Reference: Sections 1002.33(7)(a)1, 1002.33(7)(a)2, 1002.33(7)(a)4, 1002.33(16)(a)3, 1003.56, Florida Statutes

State Board Rules: Rules 6A-6.0902 – 6A-6.0909 (ELL), 6A-603011 – 6A-60361 (ESE), Florida Administrative Code

Educational Program Implementation:

- A. Implementation of Mission
- B. Implementation of Curriculum and Instructional Techniques
- C. Implementation of Specialized Instruction for Students (particularly of those below grade level)
- D. Data-Driven Decision-Making
- E. Implementation of Exceptional Education Programs
- F. Implementation of ELL Program
- G. Implementation of MTSS/RtI Early Warning Systems

In narrative format:

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

The mission of Imagine Elementary at North Lauderdale Charter specifically addresses the school's commitment to basing all decisions upon the needs of students, as measured using student achievement data, suspension and attendance data, and survey feedback. The mission compels every staff member to: accept responsibility for the learning and achievement of each and every student; act in accordance with their assumed responsibility; and provide evidence that his or her actions are aligned with the practices that support student learning and achievement. The mission statement is posted throughout the school, stated regularly on the morning announcements and is discussed at governing board meetings, professional development sessions, and faculty meetings. Imagine Elementary at North Lauderdale Charter's Instructional Leadership Team (ILT) continuously strives to improve the status quo.

Imagine Elementary at North Lauderdale Charter's vision explicitly states the staff's collective dedication to students' academic growth. Decisions are data-driven and research-based. The school's learning environment is stimulating and encourages participation, creativity, and enthusiasm for learning. When walking through classrooms, common board configuration which include learning goals, student friendly objectives, and the daily agenda are evident. Teachers within each grade level are required to collaboratively common plan four days a week to ensure students are receiving rigorous and engaging lessons that include Marzano's high probability instructional strategies. Each instructional block begins with a "cue" to introduce the lesson and a connection to prior knowledge and the overall learning goal. When helping students interact with new content, teachers follow the Gradual Release of Responsibility (GRR) model. They first explicitly teach new material, then model metacognition using "think alouds", and continue to scaffold using guided instruction in a manner that allows students to process new information in digestible bites. In helping students practice and deepen new knowledge, teachers provide additional opportunities to refine procedural knowledge and deepen understanding of declarative knowledge. In alignment with the Florida State Standards' rigorous expectations, teachers help students generate and test hypotheses and use higher order questioning and activities developed using Webb's Depth of Knowledge Wheel. Students become more responsible for their learning

Imagine Elementary at North Lauderdale Charter/5171 and achievement by participating in collaborative structures encouraging consistent checking for understanding of the lesson's objective. The principal uses Marzano protocols to give teachers regular feedback on their implementation of Marzano's 41 instructional elements.

All teachers at Imagine Elementary at North Lauderdale Charter regularly and collaboratively plan and review student achievement data to improve instruction and student achievement. Teachers maintain binders that contain curriculum maps for each subject, Florida State Standards, student data, intervention techniques, and Professional Learning Community (PLC) resources. Common planning is facilitated by an Instructional Coach, and requires teachers to plan and prepare lessons that meet the needs of all students, giving special consideration to English Language Learners, students receiving special education and/or performing below grade level, and students who lack support of schooling. Within the classrooms, teachers differentiate instruction using learning stations and by pulling small skill-based re-teach groups as well as intervention groups. Teachers have attended professional development to deepen their understanding of running effective small groups.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

The Instructional Leadership Team (ILT) continuously refines the implementation quality of the researched-based curriculum initiatives. Teachers are given regular professional development to support the implementation of the curriculum and strategies. Grade level teams collaborate daily during common planning to review, discuss, and plan the implementation of the research-based curriculum and instructional strategies. Research-based curriculum and instructional strategies are used throughout all academic blocks of the day. Technology helps teachers deliver this curriculum to the students and offers additional modes of instructional strategies.

The ILT has specified the expectation that Marzano's high probability instructional strategies be implemented on a continual basis. The principal justifies the expectations she sets at weekly professional development sessions by reviewing Marzano Design Questions and the corresponding teacher and student evidence that is detailed on Marzano Protocol rubrics. The principal and assistant principal monitor the level of teacher implementation with regular classroom observations and timely feedback based upon protocol evidence. Emphasis on higher order thinking, using Webb's Depth of Knowledge, results in actively engaged students. The Instructional Leadership Team has clearly stated that active engagement in rigorous activities is the expectation.

The ILT infiltrates the staff with quality professional development sessions. Research-based staff development is designed based upon student needs determined from test results, teacher request, or administrative choice. Professional Development sessions have addressed many of the 41 instructional categories that compose Marzano's Domain 1, Classroom Strategies and Behaviors. Professional Development sessions include: Establishing Classroom Routines, The First 20 Days of Reading and Math, The Daily 5, Implementing Comprehension Toolkit during Content Area Reading, Lucy Calkins' Writing Workshop, Houghton Mifflin Harcourt's Journeys, Document-Based Questioning, Cooperative Learning Strategies, and Explicit and Rigorous Instruction using the Gradual Release of Responsibility Model. Additionally, coaches implement the Florida Coaching Cycle to increase instructional effectiveness in a manner that aligns with Marzano's research-based strategies. Common lesson planning sessions, held five days a week, allow coaches to monitor and assist teachers in the areas of explicit and direct educational strategies. In addition, to accelerate academic growth, instructional coaches work

Imagine Elementary at North Lauderdale Charter/5171 with groups of students pre-identified by data requiring intensive academic intervention. Collaborative Problem Solving (CPS) team members facilitate data chats to continuously monitor student achievement and drive educational instruction.

Instructional staff members work together and their diverse instructional experiences have melded to form an academic environment that promotes learning and continuous improvement at all levels – from students to administrators. Daily common planning time ensures that teachers have ongoing opportunities to collaborate. Instructional coaches facilitate grade-level common planning five days a week. Weekly common planning sessions begin by “unwrapping the standards”, with teachers using the Language Arts Florida Standards (LAFS), Math Florida Standards (MAFS), and the Science Next Generation Sunshine State Standards. Intermediate teachers also use the Florida Standards Assessment Test Specifications to develop rigorous activities and higher-order questions that align with benchmark requirements. This collaboration to disaggregate benchmarks, prioritize content, and increase rigor ensures instruction aligns with LAFS, MAFS, and NGSSS. Team members collaboratively review a variety of resources that could be used to teach the required benchmarks, study and share best practices, and then identify and modify curriculum materials to appropriately address content requirements.

Imagine Elementary at North Lauderdale Charter’s ILT believes that Reading and Language Arts are the cornerstones of the school’s academic program. Hence, effective literacy skills are central to the school’s curriculum, weaving their way among the content and skills introduced and developed through Reading; Writing; Listening and Speaking, Viewing and Presenting. Communication skills and literacy strategies are intertwined, strengthening the strands that lead from content and concepts to connections among people and disciplines.

Core Reading Instruction

Core reading instruction is the first line of defense against reading difficulties. This portion of reading instruction is designed to meet the needs of all students through the use of the Comprehensive Core Reading Program designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction delivered through the flexible grouping and learning centers model. Below is a detailed description of our initial instruction components.

Core Benchmark Instruction for All Students

Initial Instruction with the Core Curriculum Reading Program

Imagine Elementary at North Lauderdale Charter implements a Core Curriculum Reading Program (CCRP) from the state’s approved list of materials and resources. Houghton Mifflin Harcourt (HMH) Journey is utilized at Imagine Elementary at North Lauderdale Charter to effectively address each of the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers also use Comprehension Toolkit to support all readers.

The teachers of Imagine Elementary at North Lauderdale Charter are trained in a systematic, explicit approach for teaching reading, especially for students learning to read and for struggling readers. The instructional routines and classroom management routines of the CCRP support the delivery of scaffolded instruction that is explicit and systematic, delivered through teacher modeling, and shared practice, guided practice, and independent application. This “I do, we do, you do” instructional routine provides a gradual release of responsibility to ensure that students sufficiently master skills so they can read independently on schedule at each grade level. The

CCRP also incorporates research-based strategies and materials such as reading routines, teacher read-alouds, practices for introducing new skills and reviewing skills formerly taught, leveled materials for guided reading and explicit skill instruction, and classroom libraries. The CCRP also includes strategies for differentiated instruction, such as specific practices for teaching the same skill to students reading at, below, or above grade level. Examples of these strategies might include repeated reading for students below grade level. Students at and above grade level are challenged to develop questions. Programs such as HMH Journeys also include assessment tools and schedules (screening, progress monitoring, diagnostic, and formal assessments) to support teachers with flexible grouping, identification of skills for review/reteaching, and progress monitoring to ensure all students are on track to meet reading goals.

Purposeful teacher selection of authentic, culturally-relevant, and rigorous texts is a continued focus this year. Using authentic texts will not only improve instruction but will also increase the student's love of reading. Using pieces of interest for these students provides a connection to the text, increases student engagement, and encourages them to read more. Additionally, using authentic texts prepare students for the reading stamina required for FSA Reading and builds student's ability to persevere with text complexity. The usage of authentic texts also allows teachers to incorporate other areas of the curriculum throughout reading instruction. When students are reading about science or reading about math, important connections are established, thus, building background knowledge which is a critical area that students evidence most deficiency. The district's adoption of the Journeys series is also being used to help guide instruction and provide interventions for those students who need further clarification.

The five essential components of reading instruction are explicitly and systematically taught during initial instruction of the reading block, and through differentiated strategies and supports for those students identified as needing additional time above and beyond the 120 minute uninterrupted reading block.

Two Hour Reader's Workshop

15 minutes	Whole Group	Interactive Read-Aloud and Think Aloud
10 minutes	"I Do"	Explicit Instruction
15 minutes	"We Do"	Guided and/or Shared Instruction
80 minutes	Differentiated Center Instruction	Guided Reading (Reciprocal Teaching Model) Literacy Stations

Components

Component	Instructional Approach	Resources
Phonemic Awareness	Instruction teaches students to manipulate phonemes (segment sounds, blend sounds) while using the letters of the alphabet. Phonemic awareness and phonics instruction are coordinated so teachers teach letter-sound correspondence after students demonstrate phonemic awareness of the sound.	HMH Journeys, Soar to Success
Phonics	Explicit and systematic instruction will teach skills such as sound-letter relationships, blending	HMH Journeys, Soar to Success, FUNdations,

	and decoding, and phonics related spelling. Teachers ensure that students understand the goal of phonics instruction is reading connected text.	Leveled Literacy Intervention
Fluency	Instruction provides models for fluent reading through guided oral reading opportunities such as shared reading, interactive read-alouds, partner reading, and independent reading of “just right” text. Repeated reading to build automaticity and phrasing activities with oral and written language are also used to improve fluency.	HMH Journeys, Soar to Success, Read Naturally, Leveled Literacy Intervention
Vocabulary	Instruction deepens students’ knowledge of word learning strategies for listening, speaking, reading and writing vocabulary. Robust vocabulary instruction through direct teaching, rich contexts, read alouds, word parts and relationships using graphic organizers, and multiple exposures to new words highlight this component.	HMH Journeys, content-based vocabulary lists, Soar to Success
Comprehension	Instruction explains and model the use of effective strategies such as using prior knowledge, generating questions, self-monitoring, fix-up strategies, cooperative learning, and graphic and semantic organizers. Students are provided with multiple opportunities to practice pre-reading, during reading, and post-reading strategies.	HMH Journeys, novel studies, Soar to Success, Leveled Literacy Intervention

As instructional staff members conference individually with each student on his/her learning successes and challenges, they design instructional plans that address these needs. Instructional staff members are committed to educating the students of Imagine Elementary at North Lauderdale Charter in ways that will meet and exceed reading expectations for life-long learning. Specific goals of the school’s reading program are to increase the number of students reading at and above grade level, to reduce the number of students reading below grade level, and to ensure students experience at least one year’s worth of growth annually. These goals are supported by classroom daily schedules that provide at least two hours of uninterrupted reading instruction for every student, and an additional 30 minutes of instruction for those students reading below grade level, and an integration of reading strategies across the curriculum. The goals are further supported by high-quality instruction with the use of a Comprehensive Core Reading Program (CCRP) and the five areas of reading stipulated by the Florida Formula (5+3+ii+iii), the use of data to guide instruction, a set of strategies for students reading at grade level or higher, and immediate intensive intervention for those students that are reading below grade level. Imagine Elementary at North Lauderdale Charter staff are committed to educating the students in ways that will meet and exceed reading expectations for life-long learners.

Strategic Instruction for All Students

For many students, core lesson plans for initial instruction and cumulative review are not sufficient to impact student ability in learning to read. The CCRP is designed to accommodate

struggling readers with additional targeted instruction in small groups. Since the instructional targets are determined by assessment results, the membership of the small groups will be fluid throughout the school year. Differentiated instruction always begins with student data and, therefore, remains flexible in order to align instruction with the specific needs of each child.

Supplemental reading programs and resources that enhance the instruction of the CCRP may be necessary to support the reading growth of students. These programs are selected from state approved resources, and based on progress monitoring data such as FAIR and the i-Ready Standards Mastery tests to meet the needs of flexible groups of children. The resources provide teachers with explicit instructional sequences and research-based strategies to ensure student success in the five components of reading. HMH Journeys, FUNdations, Leveled Literacy Intervention, and Soar to Success intervention programs, technology programs, and Scholastic Leveled Readers are materials that provide a range of leveled, skill-based and high-interest to support differentiated reading instruction.

Teachers facilitate guided reading in small groups that focus on reading skills in a delivery system that is the perfect complement to the CCRP. Guided reading allows teachers to differentiate instruction and maximize the time students have for on-target, on-time learning. The teacher-led center provides opportunities for teachers to meet with flexible groups of students, while other students are working at various pre-determined centers to practice previously taught skills and concepts.

Teacher-Led Center for Small Group Instruction

Instruction for proficient readers is informed by screening and progress monitoring assessments and is differentiated during small group guided reading at the teacher-led center. The needs of these students are met through the use of the CCRP and Scholastic Leveled Readers for guided reading as well as through multi-leveled classroom libraries. Opportunities are provided for students to practice and apply strategies in text that provides enough challenge for them to be successful with teacher support, develop fluency and comprehension, and interact with one another through strategies such as reciprocal teaching and responding to text. At the teacher center, the teachers use the following reciprocal teaching procedure with students sharing a common text or leveled reader.

1. *Questioning*: A student assumes the role of "teacher" and reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas.
2. *Summarizing*: The "teacher" answers and summarizes the content.
3. *Clarifying*: The group discusses and clarifies remaining difficulties in understanding.
4. *Predicting*: The group then makes a prediction about future content. Next, a second student takes on the role of teacher for a subsequent segment of text.

Students reading below level, as identified by FAIR screening and progress monitoring assessments, meet with the teacher and/or a coach during center rotation time of the reading block. Students needing immediate intensive intervention receive small group instruction daily. This additional intervention time is described in the intervention paragraphs at the end of this section. Teachers use progress monitoring data to form flexible groups of students based on reading levels, assessment levels, or a need for instruction related to a specific skill. These groups remain small in number (5-7 students), and change as needed based on on-going progress monitoring. Due to a need for explicit, systematic teaching of skills and concepts for these small groups, one day a week the small group teacher center instruction is often a skills-focused lesson that targets specific gaps or needs identified. The most below level students receive daily

additional intensive interventions. Students who are below grade level receive additional intensive interventions up to three days a week.

Literacy Stations

Teachers plan systematic instruction so that skills and concepts are taught in a logical progressive sequence. Students work at learning centers on carefully designed tasks that provide opportunities for practice and application. Multiple practice opportunities are intended to help students master and retain new skills and concepts. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently.

Teachers utilize data to produce each center's curriculum objectives and students' instructional levels as well as address the learning modalities. Teachers use FAIR data to determine students' instructional levels and Standards Mastery assessments to progress monitor student proficiency with FSA standards.

Advantages of this approach are:

- Effectiveness of a small group delivery system for initial instruction
- Teacher center for daily flexible group instruction
- Learning center task cards correlated to Sunshine Standards and CCRP objectives
- Learning center task cards to effectively address each of the five essential reading components
- Supplemental task cards to address any gaps within the CCRP
- Learning style task cards to support all learning modalities
- Correlated software to support curriculum objectives
- Maximized time due to sustained instructional routines and organization of environment
- Student empowerment and responsibility to motivate learning
- Collaborative environment to support learning with and from one another

Intensive Intervention Models for Students Below Grade Level

Intervention is an additional targeted intense instruction, scheduled for students who continue to struggle with learning despite efforts to meet their needs during the conventional allocated classroom time. Instructional staff members provide the additional time for our struggling readers and mathematicians. The school has a schedule for push-in and pull out support. Students are strategically placed in these support groups depending on their needs as disaggregated from the baseline data. With the reports from baseline data, teachers are able to pinpoint gaps in learning and student needs for additional practice and changes in instructional delivery methods. The goal of our supplemental education program is to provide a structured system that is well organized for the tutor/pull out teacher and provides constant communication between that support staff and the classroom teacher. Careful scheduling maximizes student time on task in their weak areas. During the second semester, teachers dedicate planning periods to support lowest quartile and bubble students in reading and math.

The Collaborative Problem Solving team and teachers work to analyze reading data to identify reading deficiencies to ensure students receive appropriate and necessary interventions. The team supports teachers in implementing a multi-tiered system of supports (MTSS) that uses evidence-based interventions and systematic progress monitoring. Several reading intervention programs are utilized based on student-need. FUNdations is a research-based program that provides materials and strategies used to teach a comprehensive phonics review. Students

receive Foundations interventions in all grade levels. Leveled Literacy Intervention is a small-group, supplementary literacy intervention by Fountas and Pinnell that is used to deepen comprehension. Read Naturally is used to strengthen students' reading fluency.

School-wide intervention times address the needs of the students continuing to demonstrate skill deficiency and are a key component of Imagine Elementary at North Lauderdale Charter's plan to increase its student proficiency rates. School-wide intervention takes place during Road to Success time, and is implemented according to the Florida Continuous Improvement Model (FCIM). All students attend a Road to Success reading intervention group for forty to sixty minutes each day. Road to Success time is devoted to re-teaching, clarification, or enriching for standard mastery. Student placement during Road to Success remains fluid and is based upon regular, formative assessments. Additionally, to enhance student learning gains in all state assessed areas, third through fifth grade students participate in homogeneously leveled groups for the second semester of the academic year. Such differentiated configuration allows students to learn at an appropriate pace facilitated by teachers who demonstrate expertise in meeting their unique set of needs. Students who fall within the bottom quartile receive daily, extended small group interventions.

The i-Ready adaptive, software-based program is used to teach students at their instructional level in both reading and math. Students take three diagnostic tests throughout the year. Once a diagnostic test is taken, students complete personalized lessons targeted to each student's unique needs. Teachers regularly access reports to monitor student data and use the online resources to meet individual or small group needs. Students spend 30 to 90 minutes per week on both the i-Ready reading and math lessons.

Encouraging Independent Reading

Accelerated Reader and Imagine Schools' Advanced Reading Challenge are used to promote independent reading. By providing these literacy rich incentives, students are encouraged to take responsibility for their learning. The Advanced Reading Challenge is open to Imagine students in grades 3 -12 and encourages student responsibility for independent work. After reading each book from the Imagine Schools Advance Reading Challenge list, the student creates a new entry in the Reading Portfolio Table of Contents. From an array of choices encompassing oral, kinesthetic, written, visual and graphic modes, students select how best to convey their understanding of the literature. Specific titles representing classic texts are provided to the student who is required to read 25 total books. Each finished product is shared with the class through an oral presentation. All completed projects are maintained in the students' portfolio. The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to demonstrate understanding of the text.

Features of the Primary, FSA-aligned, English Language Arts Program:

- ✓ Regular interaction with Exemplar Texts to develop proficiency in interpreting rigorous texts
- ✓ Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension through a core-comprehensive reading program
- ✓ Differentiated instruction through whole group, small group, and learning station strategies and materials
- ✓ Multiple opportunities to interact with print, including shared reading, read-alouds, word walls, classroom libraries, decodable books, and predictable books
- ✓ Exposure to various genres, including non-fiction, fiction, drama, multicultural tales,

- poetry, classic, and contemporary works of literature through a literature-based approach
- ✓ Introduces spelling, grammar, punctuation, sentence structure, and content as essential writing elements
- ✓ Oral language development through a comprehensive listening and speaking program, including opportunities for read-alouds, readers' theater, oral presentations, and performances
- ✓ Opportunities for writing in response to reading, including journaling, research, creative and expository writing, and publishing
- ✓ Access to technology and communication tools for research, editing, revising, and project development
- ✓ Individual writing portfolios and independent reading logs
- ✓ Understanding and application of skills for reading and writing as complementary processes

Features of the Intermediate, FSA-aligned, English Language Arts Program:

- ✓ Refinement of essential tools related to reading, writing, listening, and speaking and integration of these tools as applicable to all subject areas
- ✓ Increased ability to comprehend a variety of texts and text structures, including trade books and subject area textbooks; poems; novels; drama; and short stories
- ✓ Regular interaction with Exemplar Texts to develop proficiency in interpreting rigorous texts
- ✓ Increased understanding and use of comprehension strategies for before, during, and after reading
- ✓ Development of critical thinking and problem solving techniques as they apply to print and non-print media
- ✓ Heightened sensitivity to other cultures and cultural literacy
- ✓ Instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- ✓ Robust vocabulary instruction that includes word origins, tiered words, opportunities to develop vocabulary through reading, writing, listening and speaking
- ✓ Refined research skills and narrative and expository writing skills and strategies
- ✓ Oral communication and critical thinking experiences, including inquiry circles
- ✓ Published student works
- ✓ Introduction to writing process through various formats
- ✓ Specific strategies focusing on evidence and elaboration
- ✓ Instruction in the use of literary devices in works of literature and application in original writing assignments
- ✓ Independent and collaborative theme-related projects at each grade level
- ✓ Development of leadership abilities through peer evaluation and assessment
- ✓ Exposure to all content areas through literature

Core Mathematics Programs

It is the school's goal to ensure that every student achieves the essential skills needed for mathematical literacy. In keeping with this challenge, teachers in the Primary and Intermediate grades have a strong interest and background in mathematics. Teachers have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve students.

What students learn is fundamentally connected to how they learn it. In response to this, the mathematics' program reflects a learning environment that emphasizes the unifying concepts of

fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections. These are embedded in each of the content strands of Number Sense, Concepts, and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability, which are based on the Florida Standards. The teachers nurture mathematical thinking and reasoning processes in the students. Imagine Elementary at North Lauderdale Charter mathematics curricula shows students the power of reasoning as they explore mathematical structures, the power of communication as they construct viable arguments, and the power of multiple representations as they engage in mathematical modeling. Research also indicates that students learn mathematics best when accessing various tools that can assist in learning. Thus, teachers incorporate various math manipulatives when introducing math concepts and students are encouraged to utilize these materials when solving math problems. Teachers engaged in a professional development to learn how to properly teach their students how to select and use math manipulatives by using the First 20 Days of Math training.

Features of Primary Mathematics Program:

- ✓ Developing number sense
- ✓ Mastering basic computation skills
- ✓ Understanding and extending patterns
- ✓ Applying problem solving strategies
- ✓ Developing understanding of concepts through problem solving
- ✓ Analyzing data and using and connecting a variety of mathematical representations
- ✓ Manipulating shapes, numbers, and space to develop estimation skills

Features of Intermediate Mathematics Program:

- ✓ Understanding geometric relationships
- ✓ Organizing and comparing data sets
- ✓ Applying problem solving strategies
- ✓ Developing algebraic reasoning
- ✓ Establishing measurement techniques
- ✓ Using advanced mathematical tools and technologies
- ✓ Reasoning and making sense of mathematics
- ✓ Demonstrating flexibility in choosing computational methods
- ✓ Understanding and explaining computational methods
- ✓ Representing thinking
- ✓ Exhibiting number sense and mastery of computation skills
- ✓ Producing and explaining accurate answers efficiently

Students struggling in mathematics also receive intervention through extended time, instructional technology and special programs. The baseline data for math from the FSA are disaggregated by the problem solving strands. An emphasis on proficiency with key topics and a focused, coherent progression of mathematics learning is the norm at our school.

- The term *focused* = engage with adequate depth in the most important topics
- The term *coherent* = marked by effective, logical progressions from earlier, less sophisticated topics into later, more sophisticated ones
- The term *proficient* = students should understand key concepts, achieve automaticity as appropriate (e.g., with addition and related subtraction facts), develop flexible, accurate, and automatic execution of the standard algorithms, and use these competencies to solve problems

Mathematics stations allow teachers to work with small groups and focus on areas of need, as reflected in student achievement data. Explicit instruction with students who have mathematical difficulties has shown consistently positive effects on performance with word problems and computation. Results are consistent for students with learning disabilities, as well as students who perform in the lowest quartile.

The term *explicit instruction* means that teachers:

- Provide clear models for solving a problem type using an array of examples
- Provide extensive practice in use of newly learned strategies and skills
- Provide opportunities to think aloud (i.e., talk through the decisions they make and the steps they take)
- Provide extensive feedback
- Some of this time should be dedicated to ensuring that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level

Research on instructional software has generally shown positive effects on student achievement in mathematics as compared with instruction that does not incorporate such technologies. These studies show that technology-based drill and practice and tutorials can improve student performance in specific areas of mathematics.

The reasons for computational fluency are multifaceted. They include:

- Quantity and quality of practice
- Emphasis within curriculum
- Parental involvement in mathematics learning
- Textbooks that are focused on our state standards with less repetition from grade to grade and problems that are challenging and sufficient practice that ensures fast and efficient solving of basic fact combinations and an understanding of the concepts that are the foundation for mathematical achievement.

Teachers implement the following nine best strategies in mathematics for all students, but especially with those who are struggling:

- 1) Provide Opportunity to Learn (OTL): The extent of the students' opportunity to learn mathematics content bears directly and decisively on student mathematics achievement. Students participate in a ninety minute mathematics block. Those students who do not succeed with the regular core curriculum are given additional support in Tier II using supplemental material and teacher-led small groups. Great Source Math Success and Great Source Math at Hand are supplemental materials that give students extra practice with the math strands.
- 2) Focus on Meaning: Focusing instruction on the meaningful development of important mathematical ideas increases the level of student learning. Students learn to make connections between and within concepts (i.e. relate subtraction to addition). Students also learn to make connections to prior knowledge and other subjects.
- 3) Teach new concepts and skills while problem solving: Students can learn both concepts and skills by solving problems. Research shows that students who develop conceptual understanding early perform best on procedural knowledge later. The teachers simultaneously work on skill development and problem solving. There is evidence that if students are initially drilled too much on isolated skills they have a harder time making sense of them later.

- 4) Provide opportunities for both invention and practice: Giving students both an opportunity to discover and invent new knowledge and an opportunity to practice what they have learned improves students' achievement.
- 5) Be open to student solution methods and student interaction: Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion.
- 6) Institute Small Group Learning: Teacher help was most effective when it was in the form of elaborated explanations rather than just the answer and then applied by the student to the current problem or to a new problem.
- 7) Facilitate Whole Class Discussion: Whole-class discussion following individual and group work improves student achievement. Research suggests that whole-class discussion can be effective when it is used for sharing and explaining the variety of solutions by which individual students have solved problems.
- 8) Concentrate on Number Sense: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important.
- 9) Use Concrete Materials: Successful teaching requires teachers to carefully choose their procedures on the basis of the context in which they will be used. Available research suggests that teachers should use manipulative materials in mathematics instruction more regularly in order to give students hands-on experience that helps them construct useful meanings for the mathematical ideas they are learning.

In reviewing assessment data, instructional staff members have identified problem solving skills as an area of deficiency in mathematics. Thus, daily student interaction with a rigorous Problem of the Day is a school-wide expectation. During common planning, teachers use the Math Florida Standards (MAFS) and the MAFS specifications to develop rigorous Problems of the Day that align with appropriate standards and content limitations. To increase rigorous activities within mathematics instruction, students are also encouraged to create their own mathematical problems using the MAFS specifications guide. Using teacher-created problems, students begin their math block with a rigorous Problem of the Day. It is expected that students have five minutes to independently tackle the problem. This builds student stamina and increases their tolerable frustration level, thus promoting perseverance in problem-solving. Next, students collaborate and communicate with other learners in order to compare answers and problem-solving strategies. Finally, teachers spend five to ten minutes facilitating student discussion on various problem-solving approaches. Teachers then use Go Math, the core curriculum program, to teach the day's focus lesson and provide practice opportunities. Increased instructional time allows teachers to pull daily re-teach and intervention math groups. These groups are fluid and change based on student needs.

Writing Programs

Lucy Calkins and Document-Based Questioning resources are used to teach writing. The school-based coaches model Writer's Workshop expectations that require that students continuously take their writing through all stages of the writing process – planning, drafting, revising, editing, and publishing. Writer's Workshop lessons begin with a brief read aloud from a mentor text in which a published author effectively uses the focus writing skill. Teachers are allotting time for conferencing with fidelity resulting in specific goals for the student. The FSA Narrative, Opinion, and Informative writing rubrics have been taught to the students and teachers are utilizing the rubrics to score student work. Formative rubrics assessing the areas of Purpose, Focus, and Organization, Evidence and Elaboration, and Conventions are utilized as well. Writing across the curriculum has been infused with short answer requirements and rubric

scoring. The state anchor papers have been analyzed by students and used as a model for their writing. Instructional coaches regularly model lessons, conferencing strategies, and scoring. Teachers collaborate when analyzing writing samples, and determine specific areas of need. Students are grouped according to need. These groups are fluid as students are introduced to new writing components and areas of need are identified. In order to increase elaboration in student work, teachers are providing authentic examples in student literature to serve as a guide for students. Teachers use document cameras and whole class editing sessions to promote deeper thinking in our students. Students and teachers have engaged in an analysis of the different components of the FSA writing rubric making sure students are able to produce written work reflective of a highly scored anchor paper.

Science Programs

Imagine Elementary at North Lauderdale Charter offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. Students inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Nature of Science, Earth and Space, Physical Science Life Science, and STEM. The Next Generation Sunshine State Standards for Science is designed to develop students' capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum

Inquiry-based learning is the school's current philosophy for science instruction which is another philosophical shift for teachers that will result in academic growth. Throughout the year, students will engage in short-term as well as long-term inquiry-based science experiments. Teachers are currently facilitating these experiments using the 5 E Learning Cycle Model, where teachers engage, explore, explain, elaborate and evaluate with the students. Teachers engage the students with a quick investigation via reading text, a demonstration followed by predicting an answer to a question in the science journal. When the teacher progresses to the explain stage, teachers provide students with cooperative exploration activities, giving them common, concrete experiences that help students construct concepts and develop scientific skills. Students build models, collect data make and test predictions, or form new predictions. In the explain stage, students share ideas in their own words and listen to their peers' ideas. The teacher clarifies the students' concepts, misconceptions, and introduces scientific terminology as well as connecting the students' explanations to experiences they had in the engage and explore stages. The elaboration stage assists students correct remaining misconceptions and results in a deeper understanding of concepts. Students engage in activities that challenge them to apply, extend, or elaborate concepts and skills in a new situation. Teachers evaluate students' understanding of concepts and proficiency with various skills. Teachers use a variety of formal and informal

assessments to monitor understanding and progress toward learning outcomes. Students check their understanding and skills through written reflections.

Science is being integrated in other content areas such as reading and writing. The Science, Technology, Engineering, Art, and Mathematics (STEAM) lab materials and STEAM teacher allow students to actively participate in rigorous, interactive scientific experiments. These materials help facilitate student confidence in applying science to their everyday lives. Students attend the STEAM lab at least once each week. Students participate in an annual Imagine That! STEAM project and Service Learning Project showcase that requires students to plan, develop, and implement a research-based STEAM project or a service learning project.

The use of Promethean boards during instruction provides students the opportunity to engage in interactive science labs and lessons through the use of various educational science sources. These include United Streaming, BrainPop, and interactive Science Fusion lessons. Two Instructional Coaches are also providing push-in support to the fifth grade team to ensure these students are fully grasping the content.

Features of Primary Science Program include:

- ✓ Life cycles of animals and plants
- ✓ Relationships between living things
- ✓ Ecology and the environment
- ✓ Structure of the human body, health, and hygiene
- ✓ Properties and states of matter
- ✓ Energy of heat, light, sound, and electricity
- ✓ How inventors, inventions, and machines connect
- ✓ Weather patterns and change
- ✓ How the bodies of our solar system are organized and interact
- ✓ Current events and stories about scientists

Features of Intermediate Grades Science Program include:

- ✓ Structure and function of living things
- ✓ The impact of evolution and heredity
- ✓ Ecosystems and their components
- ✓ Earth changes
- ✓ Stars, galaxies, and the universe
- ✓ Energy transferred and transformed
- ✓ Environmental problems and solutions
- ✓ Technological solutions and design
- ✓ Desirable health habits
- ✓ Systems of scientific investigation
- ✓ The science and mathematics connection

Social Studies Programs

The Social Studies Standards-Based Curriculum incorporates several fields, using literature, science, technology, and the arts to enrich the canvas on which students learn. Personal and global perspectives are essential elements throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society. The Next Generation Sunshine State Standards are

organized by grade levels for grades K-5, and the strands represent a formulation of time-based content in history, geography, economics, humanities, civics, and government. Humanities will have a strong requirement for cross curricular content with emphasis in language arts, fine arts, and music through informational texts.

Features of the Primary Social Studies Program:

- ✓ Interactive environment to promote democratic principles and social skills
- ✓ Integration of disciplines and incorporation of technology and fine arts through hands-on, minds-on activities
- ✓ History as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- ✓ World and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- ✓ People, places, beliefs, and traditions of other times and cultures
- ✓ People, places, beliefs, and traditions that tie us together as a nation
- ✓ Resources to explore current as well as past events
- ✓ Tools of geography
- ✓ Decision making and being good consumers
- ✓ Simulations related to grade level theme
- ✓ Service projects related to grade level theme

Intermediate Social Studies (Grades 3-5)

Features of the Intermediate Social Studies Program:

- ✓ Active learning environment with a variety of media resources
- ✓ Culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
- ✓ In-depth study of social studies topics in which students make choices about what they study and produce
- ✓ Significant issues and events of U.S. and history, the history and culture of diverse social groups, and the environment
- ✓ Historic literacy with exposure to key concepts related to history and geography
- ✓ Dynamics of geography as it relates to people, places, and time
- ✓ Key concepts of state and federal government
- ✓ Leaders from various fields, cultures, and times
- ✓ Fundamental concepts of economics as they relate to individuals, institutions, and societies
- ✓ Collaboration and respect for others with project-based activities
- ✓ Presentation of information and findings using current resources and technology
- ✓ Simulations related to grade level theme
- ✓ Participates in service projects related to grade level themes

The instructional resources are researched-based and address various learning styles and differentiated levels:

- Reading: Journeys, Comprehension Toolkit, and The Daily Five Reading Philosophy
- Mathematics: Houghton Mifflin Harcourt Go Math Program
- Science and Social Studies: Picture Perfect Science, Science Fusion Leveled Readers, and Social Studies
- Writing: Document-Based Questioning and Lucy Calkins

- Intervention Reading: Leveled Literacy Intervention, Foundations, Read Naturally, and Soar to Success

Instruction

All classrooms utilize differentiated instruction, hands-on learning, and multiple modes of instruction to reach all learners. Teachers have had professional development on effective instructional strategies, monitored regularly by the leadership team. This increases students' time on task and requires teachers to improve their delivery and methodology. These key instructional techniques have provided continuity, order and consistency throughout the school.

- *Higher order questioning techniques:* Teachers are encouraged to use and post appropriate questions when working on specific skills. These questions are also in their lesson plans and are monitored by the Instructional Leadership Team weekly and during observations. Teachers use questions to clarify, probe assumptions, probe reasons and evidence, ask for viewpoints and perspectives, prove implications and consequences, and encourage students to explain their thinking. Teachers teach students to ask questions of themselves and their peers. This creates and sustains an intellectually stimulating classroom environment that values student participation and thoughtfulness.
- *Clearly Written Objectives and Timely Feedback:* Teachers have daily objectives for each lesson on the board written in student friendly language in the *Evaluate* portion of the Imagine 4-E Board Configuration. Students are able to explain what they learned for each lesson during the day. Webb's Depth of Knowledge (DOK) Wheel provides a model for teaching critical thinking skills in any subject area. Teachers use the DOK to plan lessons and activities with the whole class and small groups that keep lessons engaging and require students to improve their higher order thinking skills. Setting objectives provides students with direction for their learning. Criterion-referenced feedback, assessment feedback, peer feedback, and self assessment feedback are examples of how students stay informed of their progress.
- *Positive Reinforcement:* Teachers deliberately, through lessons and examples of historical people, show the connection between effort and achievement. Students chart effort and achievement through progress reports and report cards. Focused discussions on students' attitudes and beliefs provide the avenue to change behavior through our character education program which recognizes and rewards positive attitudes and behavior. Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Instructional strategies include sharing stories about people who succeeded through repeated effort, giving and having students keep a log of their weekly efforts and reflecting on those achievements often. The faculty and staff focus on symbolic recognition where students will have a way to remember a significant event that produced a rewarding result. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. We believe symbolic recognition works better than tangible rewards.
- *Differentiated Instruction:* Teachers differentiate the assignments and learning centers for students on grade level, approaching grade level, and beyond grade level. Instructional staff strives to effectively reach students of varying readiness, interests and experiences in the world. Teachers engage students through different learning modalities and use varying instructional approaches matched to student learning styles and needs.
- *Learning Centers:* Teachers prepare activities and materials designed to teach, reinforce, and extend a particular skill or concept. Activities address specific learning levels and learning styles. Learning centers motivate students to be self-directed with their explorations of topics.

- *Integrated Technology:* Technology is a critical tool for learning and is part of the daily routine in each classroom. Every third through fifth grade classroom has a 1:1 ratio of student to computer. Kindergarten, first, and second grade classrooms are equipped with computer workstations. All computers have internet access, on-line access to reference material, and access to the school's instructional software collection. Students have access to programs to review information or to prepare individual and group assignments.
- *Project-Based Learning:* Project-based learning is central to our incorporation of multidisciplinary instruction. Projects allow students an opportunity to apply the skills and concepts mastered in class to real world problems or situations. Critical thinking and problem solving, required through the projects, engage student in activities that require them to inquire, conjecture, invent, create, produce and find answers to relevant problems. Project-Based Learning is a cornerstone of the 21st CCLC Extended Learning program.
- *Cooperative Grouping:* Grouping students to work collaboratively and cooperatively offers benefits for learners. In small groups, students can share strengths and also develop their weaker skills. They develop interpersonal skills and learn to deal with conflict. Cooperative groups are guided by clear objectives. Students are engaged in numerous activities that improve their understanding of subjects explored. Benefits of cooperative learning include improvements in communication, decision making, and conflict-resolution skills.
- *Modeling Using Concrete Tools:* Modeling is employed as an integral part of instruction at every level, in every discipline, and for every purpose. Such techniques as "Read and Say", picture maps and KWL charts will be among the daily tools for teaching students to embrace the skills. Graphic organizers will be used to help transform the 'invisible into visible' information. Students will break a concept into its similar and dissimilar characteristics using T-charts, Venn diagrams, cause and effect links, and compare and contrast organizers. Research shows that knowledge is stored in two forms: linguistic and visual (nonlinguistic). The more students use both forms in the classroom, the more opportunity they have to achieve. The use of nonlinguistic representations not only stimulates but also increases brain activity.
- *Home Learning:* Homework provides students with the opportunity to extend their learning outside the classroom. Our home learning varies by grade level and is based on data. Home and school works closely together to ensure student academic success. Our homework reinforces classroom lessons, provides for individual instruction, improves student performance through practice, helps establish effective study habits, and involves parents in the education process.
- *Checking for Understanding Collaborative Structures:* Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan ways to better meet your students' needs. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing.

Implementation of specialized instruction for students, particularly of those below grade level

Imagine Elementary at North Lauderdale Charter's instructional program emphasizes differentiation for students that focus on their specific needs. Teachers do not adhere to a one size fits all method of instruction. Teachers follow the "I do, we do, you do" Gradual Release of Responsibility (GRR) model which emphasizes a well planned whole group lesson with systematic student engagement and practice in order to have frequent checks for understanding.

Once a student is identified as struggling with the grade level content taught during the whole group lesson, teachers design specialized lessons addressing the students needs.

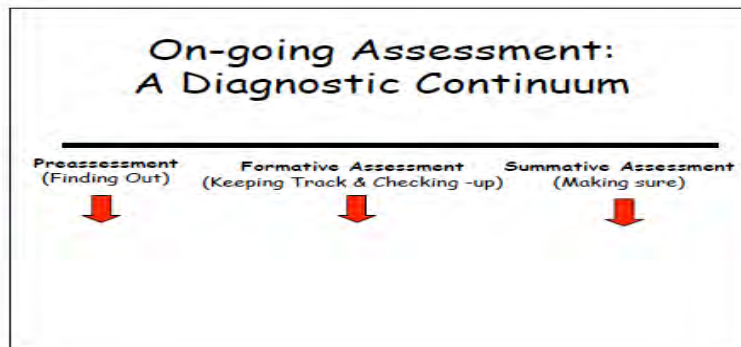
Imagine Elementary at North Lauderdale Charter implements the Response to Intervention (RtI) multi-tiered system of support (MTSS). Through RtI, Collaborative Problem Solving (CPS) team members provide high-quality instruction and intervention matched to student needs, monitor progress frequently to make decisions about changes in instruction or goals and apply child response data to important educational decisions. RtI is applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

Data-driven decision-making

We use qualitative and quantitative data to inform and guide instructional planning aligned with the Florida Standards. We provide opportunities for summative and formative assessments designed with a specific purpose for pre-determined groups of students.

Summative Assessment “ <i>of</i> ” Learning	<input type="checkbox"/> Given periodically to determine at a particular point in time what students know and do not know. <input type="checkbox"/> Associated with standardized tests such as state, district and classroom programs. <input type="checkbox"/> An accountability measure that is generally used as part of the grading process.
Formative Assessment “ <i>for</i> ” Learning	<input type="checkbox"/> Part of the instructional process <input type="checkbox"/> Provides the information needed to adjust teaching and learning while they are happening.

In addition to the district and state assessments, Imagine Schools has developed a comprehensive assessment program using an on-going assessment diagnostic continuum.



Imagine strategically uses the assessments made available through the School Board of Broward County, the Florida Department of Education, and various publishers to provide teachers with the necessary tools and reports that will lead to productive data driven decisions about effective instruction. Staff can access assessment reports through online portals and Google Drive. Depending on the grade level, other instruments are used to collect baseline data during the first weeks of school: FAIR, FLKRS, DRA, i-Ready Diagnostic, Go Math Pre-Requisite test, and STAR. Professional development ensures that teachers are competent in the analysis of all data and use it to plan instruction for their students.

Teachers determine a student's academic level, strengths, and areas of growth at the beginning of the year with the administration of STAR, i-Ready, FAIR, DRA, and Go Math Pre-Requisite Test. Information received from these assessments include:

- Grade Level Equivalency
- Instructional Grouping Report
- Percentile Rank
- Areas of Strength
- Areas to Grow
- Reading Level

Parent letters are generated from FSA, STAR, i-Ready, and FAIR to ensure that the parents understand their students' academic performance. Other assessment data is explained to parents verbally or in writing by the teachers and students.

Data-driven decision making using two complementary assessment processes is emphasized. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments are selected or designed and implemented by the classroom teacher.

- C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

Imagine Elementary at North Lauderdale Charter staff members have a strong commitment to supporting struggling students as they work to achieve grade level proficiency. The historically strong learning gains are evident in all students, including those in the lowest performing quartile of students. School staff chooses to have an extended school day to support the literacy needs of the students. To ensure the most at-risk students receive extended learning opportunities, the Instructional Leadership Team applied for and secured the 21st CCLC grant which allows for 100 students to receive up to 612 additional hours of learning within a school year. Additionally, data is regularly collected and analyzed to ensure students receive the appropriate interventions. Students access some of the interventions through technology available to all students.

As evidenced by the history of overall learning gains compared with the lowest-performing quartile of students, the lowest-performing students have historically strong learning gains in reading and math at Imagine Elementary at North Lauderdale Charter. During the most recent 2016-2017 school year, fifty-eight (58%) percent of the third through fifth grade students made learning gains in reading, while sixty-three (63%) of the lowest performing quartile of students made learning gains. In 2016 and 2014, the learning gains were similar or the same when comparing all students to the lowest performing quartile of students.

According to the FSA Math test data, seventy-four (74%) percent of the third-fifth grade students made learning gains in math, while seventy-three (73%) percent of the lowest performing quartile of students made learning gains in math. There was a ten (10%) percent gap in the 2016 data, with sixty-nine (69%) percent of the third-fifth grade students experiencing learning gains compared to fifty-nine (59%) percent of the lowest performing quartile of students. In 2014, eighty-six (86%) percent of the third-fifth grade students made learning gains, while eighty-eight (88%) percent of the lowest performing quartile of students made learning gains. In the prior years, the learning gains of the lowest performing quartile of students exceeded those of the school in general.

Considering that the school serves bottom-quartile students in a community of schools that fall below the district and state average of performance scores, the fact that our bottom quartile gains are on par with overall gains demonstrates the effectiveness of our intervention program and meeting the needs of all learners.

The extended school day allows for daily, extended instructional time in all core, state-assessed content areas. In addition to participating in daily Content Area Literacy, students attend Reader's Workshop for a minimum of two hours per day and Math Workshop for a minimum of one hour a day. Students read Science and Social Studies based text during Content Area Literacy and Reader's Workshop. In addition to writing within each content area, students participate in Document-Based Questioning Writer's Workshop for a minimum of forty-five (45) minutes

The Collaborative Problem-Solving team and teachers work to analyze reading data to identify reading deficiencies. Several intervention programs are utilized based on student-need. FUNdations is a research-based program that provides materials and strategies used to teach a comprehensive phonics review. All grade levels have students receiving Foundations intervention. Leveled Literacy Intervention is a small-group, supplementary literacy intervention by Fountas and Pinnell that is used to deepen comprehension. Read Naturally is used to strengthen students' reading fluency. Students are identified for these interventions using the DRA test, i-Ready Diagnostic data, and STAR data. In addition to the software-based programs, teachers plan daily data-based re-teach or intervention groups.

The Instructional Leadership Team applied for the 21st Century Community Learning Center Grant in the summer of 2014. The school was awarded a five-year grant, spanning from 2014-2019, that serves 100 of the school's most struggling students in grades 2-5. The Imagine More Success-Let's Move! (IMSLM) 21st CCLC program enrolls at least 100 second through fifth grade students who have several early warning system indicators, such as being below-grade level in reading or math, previously retained, frequently absent, referred for behavior, truant, ESE, and ESOL. In addition to bussing and program supplies, the program funds eight teachers and two program leaders to teach 120 three hour afterschool sessions, 18 four hour Saturday School sessions, and 20 nine hour Summer School sessions.

In 2015-2016, regularly attending students in IMSLM 21st CCLC program had a higher change of moving to proficient in reading, according to the FSA, than students who did not attend the program. For example, in 2014-2015, twenty-four (24%) percent of the school's third grade students were proficient in reading. In 2015-2016, thirty-two (32%) percent of the same students scored proficient in reading, a thirty-three (33%) percent increase. In 2014-2015, eleven (11%) percent of the students who joined the IMSLM 21st CCLC program in 2015-2016 were proficient in reading. After participating in the 21st CCLC program during the 2015-2016 school year, twenty-two (22%) percent of the same students were proficient in reading, a fifty (50%) percent increase. The 21st CCLC students had a seventeen (17%) percent higher chance of becoming proficient compared to the grade level as a whole. In 2014-2015, thirty-eight (38%) percent of the school's fourth grade students scored proficient in reading. In 2015-2016, thirty-six (36%) percent of the same students scored proficient, a decrease of five (5%) percent. In 2014-2015, twenty-six (26%) percent of the students who joined the IMSLM 21st CCLC program in 2015-2016 were proficient. After participating in the program during the 2015-2016 school year, thirty (30%) of the same students were proficient in reading, a fifteen (15%) percent increase.

The same is true for math proficiency. The students who attended the 21st CCLC program during the 2015-2016 school year were more likely to grow to a proficient level on the FSA math test. For example, in 2014-2015, thirty-seven (37%) percent of the school's third-grade students were proficient in math. In 2015-2016, forty-one (41%) of the same students were proficient in math, an eleven (11%) percent increase. In 2014-2015, twenty-two (22%) percent of the students who joined the IMSLM 21st CCLC program in 2015-2016, were proficient in math. After participating in the IMSLM 21st CCLC program during the 2015-2016 school year, forty-three (43%) percent of the same students were proficient in math. The proficiency rate almost doubled. In 2014-2015, forty (40%) percent of both the school's and the 2015-2016 IMSLM 21st CCLC's students were proficient. In 2015-2016, fifty-one (51%) percent of the school's students were proficient in math, a thirty (30%) percent increase. During the same year, fifty-eight (58%) percent of the 21st CCLC students were proficient in math, a forty-five (45%) percent increase.

Students access several intervention programs through technology within the classroom. The software program FASTT Math helps students to quickly learn math facts so they can complete more complex math problems. Fraction Nation is used to build fraction knowledge. Both programs help students quickly accelerate their math fact and fraction fluency. Struggling students login into the i-Ready adaptive, software-based program from 45 to 90 minutes each week to deepen knowledge and to accelerate learning.

- D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Imagine Elementary at North Lauderdale Charter competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards. Data is collected, analyzed, and used to make instructional decisions and goals, as the school develops an annual School Improvement Plan. Teachers consider all data sources when making instructional decisions. Data is used to create the school-wide intervention groups to target instruction based on the learners' common strengths and areas of growth.

Annually, a School Improvement Plan (SIP) is developed by a team of people including administration, teachers, parents, and students. The goals and objectives on the SIP align with the Florida School Accountability Measures and include objectives in reading, mathematics, writing, and science. The implementation of the SIP is monitored to gauge progress. A mid-year check and end of the year evaluation is conducted annually to determine adequate progress toward achieving SIP goals. The SIP is a document that is shared with the stakeholders and an annual report is generated documenting the progress made by the School in meeting the stated objectives. The school improvement process is based on a continuous improvement model and is driven by a student/school data collection system, ongoing assessment, school climate assessment and a data interpretation system, and ongoing data analysis that enable the instructional and administrative staff to make informed decisions and to develop educationally sound action plans. School improvement progress is reported to Governing Board members at monthly Governing Board meetings. This helps to guide instructional practice aligned with Florida Standards.

Goals from 2017-2018 SIP

- By June 2018, the mean Reading Learning Gain for all students will improve from 1.03 to 1.05, as measured by the Fall 2017 to Spring 2018 STAR Reading Assessment.

- By June 2018, 41% of students will score proficient or higher, as measured by the 2017 Reading portion of the English Language Arts (ELA) Florida Standards Assessment (FSA).
- By June 2017, the mean Math Learning Gain for all students will improve from 1.02 to 1.05, as measured by the Fall 2017 to Spring 2018 STAR Math Assessment.
- By June 2017, 60% of students will score proficient or higher, as measured by the 2018 Math Florida Standards Assessment (FSA).
- By June 2018, 40% (from 25%) of students will score proficient or higher (7 out of 10 on the Text-Based strand), as measured by the 2018 Writing portion of the English Language Arts (ELA) Florida Standards Assessment (FSA).
- By June 2018, 38% of fifth grade students will score proficient or higher, as measured by the 2018 Science Florida Comprehensive Achievement Test (FCAT) 2.0.

Using data to make decisions about policies, programs, and individual students is a hallmark of schools that want to stay on the path of continuous improvement. We have incorporated thoughtful data collection, analysis, and implementation into our school improvement plans. Teachers and administrators know how to use the feedback provided to pinpoint areas in need of improvement, get to the root cause of problems, guide resource allocation, and communicate with stakeholders as needed

At Imagine Elementary at North Lauderdale Charter, teachers continuously monitor student progress and use a variety of data to plan instruction. Screening and progress monitoring assessments such as Concepts of Print, Letter Names and Sounds, DRA, STAR Early Literacy, i-Ready Diagnostic, are used in Kindergarten to monitor reading. DRA, STAR, and i-Ready Diagnostic assessments are used in first through second grade. In addition to DRA, STAR, and i-Ready Diagnostic, FAIR is administered in third through fifth grade. Teachers in second through fifth grade use the Standards Mastery assessments on i-Ready to progress monitor mastery of standards once they are taught. These assessments assist teachers in planning instruction. Primary Mid Year and End of Year assessments are administered to first and second grade students in reading. The FSA is administered according to state guidelines in third through fifth grade. In addition, all teachers assess students via criterion-referenced tests, project based learning, and portfolio assessments.

Math is also progressed monitored regularly. At the beginning of the year, all Kindergarten through fifth grade teachers administer the Go Math Prerequisite assessment. This assessment is then analyzed allowing teachers to identify areas in which gaps need to be filled in order for their students to perform on grade level. Math is also monitored using STAR, iReady Diagnostic, and Go Math Chapter assessments. Teachers use this data to drive their instruction, create problems of the day, reteach small groups, and intervention groups. Primary End of Year assessments are administered to first and second grade students in math. The FSA is administered according to state guidelines in third through fifth grade.

Science benchmark assessments are administered after standards are taught. In order to prepare for the FCAT 2.0 assessment, fifth grade teachers create problems of the day.

In order to progress monitor writing, monthly demand writes are given to students in kindergarten through fifth grade. Teachers use the FSA scoring rubric to grade the pieces and fill out a STAR Conference form. Teachers hold one-on-one writing conferences to discuss areas to

improve when writing their next piece. During common planning, teachers discuss areas that have the greatest need for improvement and design lessons to target those problem areas.

Assessment types include, but are not limited to:

- *Standardized Tests* - Standardized tests, taken by each student semi-annually, are used to plan improvements in program delivery. The state and district tests are administered according to the provisions of the district's policies and the state's educational legislation
- *School Climate Surveys* - An annual School Climate Survey of parents, students, and staff is conducted in each grade level and will be taken into consideration by Imagine when calculating annual Imagine school grades. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas on how the school can be improved in areas such as curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.
- *Standards-based Unit Tests* - These tests measure student achievement on the Imagine Schools grade-level standards-based curriculum content. Unit tests are given to all students at the end of each nine-week period in reading language arts, mathematics, science and social studies.
- *Writing Assessments* - Imagine Schools at North Lauderdale administers monthly writing assessments to measure student writing proficiency. The tests require students to write responses to assigned topics in a single testing period. Teachers use diagnostic feedback to guide teaching and learning.
- *Diagnostic Baseline Tests* - These are administered to collect base-line information in order to assess academic levels for student's academic level.
- *Performance-Based Assessments*
- *Rubrics* - describe the specific criteria used to assess projects and/or performances.
- *Observation Checklists* identify the critical attributes of specific activities and indicate the levels of mastery individual students have gained.
- *Learning Logs* - demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
- *Anecdotal Records* describe observations of student interactions, participation, learning styles and strategies.
- *Student – Teacher Conferences* - highlights strengths and weaknesses in student performance.
- *Audiotapes and videotapes* show authentic individual and/or collaborative performances. Student and/or group tapes can include drama performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.

Test formats are aligned to the Florida Standards and include but are not limited to:

- *Editing Task Choice*
- *Editing Task*
- *Hot Text*
- *Open Response*
- *Multiselect*
- *Evidence-Based Selected Response*
- *Graphic Response Item Display*
- *Multimedia*

Based on school-wide data from administrator evaluations, data analyses, or lesson plan feedback, weekly research-based professional development sessions focus on effective instructional strategies to help model the campus' weakest areas. Imagine Schools has designated early release days for focused professional development on lesson planning and student engagement based on staff needs. In addition to regular professional development, instructional coaches push into the classrooms to model the strategies to staff members.

The instructional leadership team supports collaborative meetings to analyze student data with all the stakeholders, including students, in data-driven instructional decisions. Teachers use data discussed during common planning sessions and data-chats to differentiate instruction and instructional strategies/accommodations are written into the evaluate section of their lesson plans. Data discussed during data-chats is used to form fluid groups for school-wide intervention times.

Using the data collected teachers conduct regular data chats providing students with timely feedback, correcting misconceptions, and setting future goals. When students are involved in decisions addressing their specific deficits, they are encouraged to participate actively in and take responsibility for their own learning. Parent conferences are held formally twice a year; however, teachers are available and encourage parent conferences as often as needed to strengthen the home-school connection. Teachers communicate with parents regularly to address student growth and as well as to identify academic deficiencies. Progress reports go home each quarter, as do report cards, and the daily planners are utilized as a tool for parent communication. Teachers, parents and students discuss goals, strategies and student performance. This document acts as the students' data portfolio, traveling with the student from grade to grade. In addition to the portfolio, each student has a data binder that allows data to be tracked and assessments to be stored. All test data and assessments are used to set appropriate goals and implement effective instructional strategies for continuous improvement.

Data is disaggregated in multiple ways for each class and student. Teachers evaluate FSA results from the previous year, concentrating on our successes and challenges in order to set goals. The instructional leadership team and teachers identify lowest quartile in reading and math. Writing progress is analyzed through the pre/post Imagine Writes (narrative, expository, and informational). Teachers monitor assessment results and set growth goals.

Data analysis provides the information needed when creating the school-wide intervention groups. Teachers follow the steps of the Florida Continuous Improvement Model (FCIM) during school-wide *Road to Success* time. Groups are formed based on baseline data and changed based on progress monitoring data to ensure students are being pushed to their highest potential. During *Road to Success*, teachers model skills and strategies to improve students' word attack skills, vocabulary, and reading comprehension. In math, *Road to Success* groups focus on intervening with math skills to close achievement gaps, re-teaching content that has not been

Imagine Elementary at North Lauderdale Charter/5171 mastered, and enriching standards that have been mastered. Teachers evaluate data to inform instructional planning. During common planning, teachers have the opportunity to share best practices and make instructional decisions using data.

In addition to the data that the teachers use to optimize instruction, the Instructional Leadership Team members use qualitative measures to modify instruction as needed. Administrative evaluations show data on student interactions and needs and allow for fluid changes to school-wide interventions

E. Elaborate on how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic review and/or desktop review may be conducted.

Imagine Elementary at North Lauderdale Charter provides quality exceptional student education (ESE) services for its population of students with disabilities (SWD). The goal of ESE at Imagine Elementary at North Lauderdale Charter is consistent with the goal of non-ESE: to support students in developing the knowledge and skills required to grow into productive citizens, living a meaningful, self-fulfilling life with as great a degree of independence as possible. The school supports SWD within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time basis be considered. The school ensures that SWD is fully provided federal and state mandated services and recognizes that it is obligated to provide a full continuum of services to SWD to the same extent as any other public school where all ESE delivery is based on the student's IEP.

The school strictly follows a non-discriminatory policy regarding identification, evaluation, location, and selection of SWD. The school's administrative team is committed to complying with all applicable federal and state laws, as well as all School Board of Broward County policies regarding ESE. In the event that progress monitoring reveals non-compliance, leadership team members develop and implement corrective action plans to swiftly and thoroughly resolve deficiencies.

Individuals with Disabilities Education Act of 1990 (IDEA) guarantees all children with disabilities access to a free and appropriate public education (FAPE). Any student found to be eligible for services under IDEA must be provided an individualized education program (IEP), which serves as the cornerstone of the student's education. In providing for the education of exceptional students, teachers utilize the regular school facilities and adapt them to their needs, serving as the least restrictive environment.

The Individualized Educational Plan (IEP) is developed for a student has been identified as requiring certain needs. The written individualized educational plan for each child includes a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in nonacademic and extracurricular activities; the projected dates for initiation

Imagine Elementary at North Lauderdale Charter/5171 and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

Section 504 of the Rehabilitation Act of 1973 states no person with a disability can be excluded from, or denied, benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed service and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student.

Florida Educational Equity Act, s. 1000.05, F.S., prohibits discrimination on the basis of, among other factors, disabilities in the state system of public K-20 education. Section 1000.05(2)(c), F.S., mandates that SWD shall receive programs "tailored" to their needs.

At Imagine Elementary at North Lauderdale Charter, exceptional students, both students with disabilities and gifted students, receive effective services based on their Individualized Learning Plan (IEP) goals. A Speech Pathologist, ESE Teacher, Gifted Teacher, and Social Worker provide services to our exceptional students.

The Speech Pathologist works with the students who are Speech Impaired and Language Impaired. In order to meet speech articulation goals, different resources and strategies are used depending on where the student is with their articulation sounds. Once students are able to produce the sound correctly, students work on a hierarchy starting at word level, then phrase level, then sentence level, then reading level, and finally at conversational level. For Language Impaired students, activities are incorporated into each session to meet goals. For example, a student may read a story and answer wh- questions, use inferencing skills, locate the main idea, recall supporting details or sequence events if the student is working on improving comprehension with any of the above skills. The student also completes activities for following multi step directions if he/she is working on following directions.

In order to meet the needs of the students who are pulled out for intensive instruction in reading, writing, and math, the school's ESE teacher uses a variety of resources. For students with a deficiency in phonics, lessons from FUNdations, Leveled Literacy Intervention (LLI), and Soar to Success are used. To build fluency, lessons from LLI and Soar to Success are used. For students closing achievement gaps in comprehension, LLI, Soar to Success, and Performance Coach Lessons are used to target this area. All lessons are based on the individual student's instructional reading level. For students who have goals to meet in writing, Lucy Calkins Units of Study is used. For intensive instruction in math, Go Math! Re-teach and Intervention lessons are used. Data is collected weekly and session details are entered into Easy IEP.

Students in the gifted program receive enrichment in both reading and math. Students who are pulled for reading instruction, read chapter books at their instructional level. Students are exposed to different genres and functional texts, text dependent questions aligned with Florida Standards are created, and students collaborate in inquiry circle activities. For math instruction, students complete Go Math! Enrichment lessons aligned with Florida Standards along with lessons at their instructional level from i-Ready and STAR Math. They also engage in Tynker Coding lessons. Session information is logged into Easy IEP.

Students with social or emotional goals meet with the school Social Worker. Lessons from Sanford Harmony are used to target social or emotional goals.

All exceptional students receive a progress report every nine weeks monitoring their progress towards meeting their IEP goals.

In addition to services received throughout the school day, all of the school's exceptional students are invited to attend the 21st Century program to receive additional instruction four days a week after school and on Saturday. In the three years that the 21st CCLC program has been in operation, nineteen (19%) percent of the students in the 21st CCLC program were ESE.

- F. Elaborate on how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic review and/or desktop review may be conducted.

To effectively service ELL students, each student's prior schooling experiences, including school records, transcripts, parent and students interviews, and other evidence of educational experiences are utilized. Gathering information about the student's educational background and prior academic placement achievement provides the school with a basis for developing appropriate placement and scheduling.

The ESOL paraprofessional has a schedule to allow ELL students from kindergarten through fifth grade to receive a push-in small group. WIDA English Language Development Standards guide the paraprofessional in preparing lessons for services. Activities from Inclass are used to help support instruction and close achievement gaps based on the student's Access 2.0 results and data provided by the homeroom teacher.

Programs that focus on academic, language, and cognitive development within a socio-culturally supportive environment have proven to make a significant difference in the academic achievement for ELLs. Programs that emphasize an active/experiential approach to learning, not a "transmission approach" and focus on teaching learning strategies, critical thinking skills and problem solving skills have proven to make a difference in the academic achievement for ELLs. Through rigorous professional development, our teachers are improving their lesson planning and instructional delivery. Through a concerted effort to implement best practices our school is systematically improving the instructional program delivered by its educators and increasing students' academic growth. The administrative team supports, encourages, and expects teacher to shift from a teacher-centered approach dominated by "Initiate-Respond-Evaluate" cycle to a student-centered collaborative structural approach where teachers check for understanding while students are actively engaged in activities that demonstrate achievement.

Teachers' lesson plans incorporate language development by including many opportunities for students to listen, speak, read and write within cooperative activities. Teachers create an environment that encourages students to be engaged in meaningful, comprehensive, and useful language activities. Teachers' lesson plans are aligned and focus on critical thinking as well as problem solving skills. Lesson plans must indicate what ESOL strategies are being implemented in the lesson using the corresponding matrix code for that specific strategy. Teachers actively include students in setting goals and monitoring their own learning through frequent conferences and data chats. Our teachers provide comprehensible instruction that incorporates hands-on

Imagine Elementary at North Lauderdale Charter/5171 activities, modeling, computer programs, listening centers, graphic organizers, visual aids, and many other techniques that enhance the learning process for the ELL students.

All ELL students have accessibility to dictionaries with their home-language and English available to them in their classrooms. Classrooms are equipped with audio and video materials to help students develop listening and reading comprehension as they build listening and writing skills. Teachers use appropriate materials to make the essential content information understandable to ELL students and differentiate instruction to meet their needs. We consult the list of supplementary materials suggested by the county and provide our teachers with support materials through our adopted textbook series in reading/language arts (HMH Journeys) and mathematics (HMH Go Math).

In addition to services received throughout the school day, all of the school's ELL students are invited to attend the 21st Century program to receive additional instruction four days a week after school and on Saturday. In the three years that the 21st CCLC program has been in operation, thirty-four to thirty-nine (34%-39%) percent of the students in the 21st CCLC program were ELL students.

Staff uses Progress Monitoring Plan Criteria and BASIS 3.0 to indicate Early Warning Systems (EWS) to identify students who need additional support. Some of the EWS indicators the school uses to identify students for RtI are:

- Below grade level in reading and/or math based on Progress Monitoring Plan grade level criteria
- Previous retention
- Behavioral referral
- Frequently tardy or absent

BASIS 3.0 also has filters in the Risk Factors tab that can be used to indicate students who are a year or two below grade level and if a student is showing progress. There are academic indicators, behavioral indicators, and social/ emotional indicators.

Student Demographics												Progress Indicators			Academic Indicators				Behavioral Indicators			Social/Economic		
Grade	Curr School	Next School	Race	Gender	ELL	SWD	FRL	Gifted	Health Condition	In Prog Partic.	Progress	EWS*	Total Pts	Grd 3 Reten	Nbr Reten	Good Cause	Test* Scores	Att* < 90%	Tot* Susp	Mobility	Over Age	Lunch Stat	H L	
05											11 -	2+												
05	5171		BLACK	M	No	K	Yes	No	Yes	Yes	⚠	⚠	35	0	1	1	1	No	0	0	No	Yes		
05	5171		BLACK	F	No	K	Yes	No	No	Yes	⚠	⚠	15	1	0	0	1	No	0	0	No	Yes		
05	5171		BLACK	M	No	No	Yes	No	No	No	✓	⚠	10	0	0	0	1	No	0	0	No	Yes		
05	5171		BLACK	F	No	No	No	No	Yes	Yes	⚠	⚠	30	0	1	1	1	No	0	0	No	No		
05	5171		BLACK	F	No	No	Yes	No	No	Yes	⚠	⚠	20	0	0	1	1	No	0	0	No	Yes		
05	5171		BLACK	F	No	K	Yes	No	No	Yes	⚠	⚠	35	0	1	1	1	No	0	0	No	Yes		
05	5171		BLACK	F	No	No	Yes	No	No	No	✗	✗	50	1	0	1	1	Yes	0	0	Yes	Yes		
05	5171		BLACK	F	No	No	Yes	No	No	No	✗	✗	50	2	0	0	1	No	1	0	Yes	Yes		
05	5171		BLACK	M	No	No	Yes	No	No	No	✓	⚠	10	0	0	0	1	No	0	0	No	Yes		
05	5171		HISPANIC	F	4-LF	No	Yes	No	No	Yes	⚠	⚠	20	0	0	1	1	No	0	0	No	Yes		
05	5171		BLACK	M	No	No	Yes	No	Yes	Yes	⚠	⚠	20	0	0	1	1	No	0	0	No	Yes		
05	5171		WHITE	M	No	No	Yes	No	Yes	Yes	⚠	⚠	20	0	0	1	1	No	0	0	No	Yes		
05	5171		BLACK	M	No	No	Yes	No	No	No	✓	⚠	10	0	0	0	1	No	0	0	No	Yes		

G. Explain the school's current process for MTSS/RtI. What is the school's plan for MTSS/RtI to ensure that the process is appropriately implemented during the next charter agreement term?

Imagine Elementary at North Lauderdale Charter uses Response to Intervention to integrate assessment and intervention to maximize student achievement and increase student engagement. A three-tiered instructional/intervention model is followed. Tier 1 includes the instruction all students receive. Tier 2 includes instruction or intervention provided to students who are not meeting the expected level of performance. Tier 3 includes intensive, small group or individual interventions for students not meeting the expected level of performance and performs significantly below their peers. With RtI, the school identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on the responsiveness of the student. This is used with all students to ensure all students' learning pathways are considered to increase their achievement levels.

Our RtI process is designed to go as followed:

- Teachers meet with the Collaborative Problem Solving (CPS) team to first identify the problem by using the following pieces of data: expected level of performance, student level of performance, and peer level of performance.
- Once the problem is identified, a hypothesis about why the student is not performing at the rate with peers and assessment data is collected to validate the hypothesis.
- Once the hypothesis is formed with valid data, the CPS team discusses what evidence-based intervention(s) and intensity match the student, setting, and problem.
- Teachers implement interventions and progress monitor six to nine weeks. After this time frame, the CPS team convenes again to discuss data and whether or not the student is responding to intervention.
- Depending on the progress of the student, the CPS team will decide whether there needs to be a change to the intervention or intensity.

In order to build the capacity and infrastructure for implementation of the MTSS/ RtI on campus, the On-Site Programmatic review that took place in November identified a need for professional development training in the Response to Intervention (RtI) process. Since receiving the feedback from the review, Imagine Elementary School at North Lauderdale Charter, has booked professional development sessions through Venture Design.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses...

Sources of evidence for this section should include attachments of the following:

- FCAT 2.0
- FSA
- EOC
- Progress Monitoring Reports
- Standardized Test Results
- Contractual Corrective Action Status
- State-issued High Performance Designation Letter, If Applicable
- Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)

- **300 Lowest-Performing Elementary Schools Plan**
- **ELlevation Report – *Charter Schools Renewal Report* Only (ESOL Contacts can access this report on the Export Wizard on ELlevation).**
- **High School Accreditation Status, If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**
- **On-Site Programmatic Reviews – On File**
- **Desktop Reviews – On File**

Evaluation Criteria: Educational Program Implementation

This section should provide for the reviewer a clear and concise explanation of the charter school's implementation of its educational program. Within the narrative, identification of how the school has effectively implemented any and all programs, strategies and supports for all students should be included. Measurable goals for student academic growth and improvement should be clearly defined.

Mission Statement as Defined by the Current Charter Agreement

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Mission-Specific Accountability	Achievement of school/mission-specific goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	As defined in the school's contract
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not.</p> <p>List any Appendices. Include your plan to improve and/or maintain your goals for the upcoming term of your charter.</p> <p>Imagine Charter at North Lauderdale Elementary's mission is, <i>"It is all about the students. No exceptions. No Excuses."</i> The school's vision is, "We strive to ensure all students demonstrate above-average academic growth each year."</p> <p>The mission of the school's Educational Service Provider, Imagine Schools, states, <i>"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."</i></p> <p>Imagine's Six Measures of Excellence are interdependent indicators that, when considered together, identify how well the school is meeting the needs of the whole child. The Six Measures of Excellence are:</p> <ul style="list-style-type: none"> • Academic Growth • Shared Values • Parent Choice • Character Development • Economic Sustainability • School Development <p>In addition to being evaluated on Florida's Annual Measurable Objective (AMO) and A+ plan, Imagine Schools are annually graded on the Six Measures of Excellence. Imagine Charter at North Lauderdale Elementary's 2011-12 overall school grade was increased from a C to a B. The Six Measures are defined as:</p> <p><u>1. Academic Growth</u></p> <p>Student's academic growth is fundamental to the Imagine Charter at North Lauderdale Elementary's mission and, accordingly, instructional staff members maintain a rigorous, differentiated instructional delivery system that aligns with Florida's Next Generation Sunshine State Standards (NGSSS), The Common Core Standards Initiative (CCSI), and Imagine Schools' Standards-Based Curriculum. "Academic Growth" is measured by "same student annual learning gains" on the Stanford Achievement Test 10th Edition (SAT-10). A learning gain is a measure of the relative amount of growth that a student has made over a period of time (typically a school year). The minimum expected measure of growth is 1.00. The SAT-10 is a norm-referenced test that is used to assess students in Total Reading and Total Math to compare their progress as related to their peers across the nation. SAT-10 data provides Imagine educators with an additional framework to consider when evaluating student academic achievement. While the FCAT 2.0 measures student mastery of Florida benchmarks, the SAT-10 assesses grade appropriate content that reflects both state and national standards. Additionally, SAT-10 test items</p>			

measure up to four achievement parameters: content cluster, process cluster, cognitive level, and instructional standard. Each student in kindergarten through fifth grade is given the SAT-10 at the beginning *and* the end of the academic year. The difference between the Norm Curve Equivalent from the Fall and Spring batteries determines each child's annual learning gain. The school goal is for each child to show at least one school year's worth of growth noted by SAT as a 1.00 gain.

For the 2011-2012 school year, the students' mean learning gain in reading was 1.02, and 1.08 in mathematics. The SAT-10 scores indicate that primary and intermediate students made more than one year's worth of growth when compared to a representative sample of students across the country. Individually, fifty-five percent (55%) of Imagine Charter at North Lauderdale Elementary's students made more than one year's worth of growth in reading while sixty-nine percent (69%) made more than a year's worth of growth in math.

2. Shared Values of Justice, Integrity and Fun

The "Shared Values" measure is extremely important because of the values it encompasses – justice, integrity, and fun. Justice does not mean sameness or equality, but that every stakeholder (parent/guardian, student, colleague, etc.) is treated uniquely and appropriately.

Integrity means that every employee is responsible for the organization's results, both locally and nationally, for the good of the whole. Imagine stakeholders agree to do our best and accept responsibility for actions. Adults model integrity for students on a daily basis.

"Fun" means creating a joyful environment in which stakeholders are empowered to make decisions that lead to meaningful teaching and learning. All staff members are empowered to make decisions that impact Imagine Charter at North Lauderdale Elementary. After seeking advice and weighing all options, decision makers are empowered to make an informed decision, and are held accountable for the decision. Many teachers and school leaders choose Imagine because they know they will be asked for advice and will have the opportunity to contribute to initiatives that affect the entire school. Students are also empowered to make decisions within their classroom and grade-level teams. In 2011-2012, Imagine Charter at North Lauderdale Elementary earned a "C" in Shared Values.

3. Parent/Guardian Choice

"Parent Choice" impacts enrollment. Since Imagine Charter at North Lauderdale Elementary school does not have assigned boundaries, faculty and staff have to find creative ways to meet student needs so that parents choose Imagine Charter at North Lauderdale Elementary as their partner in their child's education. Parents partner with Imagine Charter at North Lauderdale Elementary for many reasons – the extended learning day, individualized student learning plans, and faculty-wide commitment to meeting needs as they arise. Parents report feeling comfortable coming into the school because there is always a stakeholder willing to assist. Parents are confident that their children are safe. Imagine Charter at North Lauderdale Elementary is a family, and the parents want to be part of that family.

The annual Parent Survey is one method used to measure Parent Choice. Administered each March, the survey asks Parents a variety of questions and the school is graded accordingly. Because parents are satisfied in choosing Imagine Charter at North Lauderdale Elementary as their child's educational institution, the school received an "A" in the measure of Parent Choice in 2011-2012 school year. Part of the Parent Choice measure is how successfully parents are included in their child's education. Monthly Family Learning Nights effectively educate and encourage parents to take an active role in monitoring their child's academic achievement. During 2011-2012, over eighty-two percent (82%) of parents reported the school offers activities to get involved with their child's education. In addition, seventy-six percent (76%) of parents said they are satisfied with the quality of education their children are receiving.

Seventy-six percent (76%) of parents said they are likely to recommend Imagine Charter at North Lauderdale Elementary to others. But a score on a survey is only half of the measure. Parents also give written feedback such as, "Every morning when my child gets dropped off at school there is always someone at the gate to make sure my child makes it on campus safe. I also love how my child's teacher has helped my child come a long way." Another parent wrote, "I am glad that my child is attending Imagine at North Lauderdale her grades are good and she is learning a lot! I appreciate the teachers and everyone at the school." Positive survey feedback and increased parent involvement demonstrate that parents are satisfied with Imagine Charter at North Lauderdale's role in their child's education.

4. Character Development

Imagine Schools at North Lauderdale Elementary emphasizes positive character development measured through student and parent survey results. Survey data reveals how effectively the character education programs impact the school climate in a positive manner. During the 2011-2012 year, seventy-eight percent (78%) of students said they are learning to be a good citizen of the school and their neighborhood. Sixty-eight percent (68%) of students feel they have chances to be leaders in class and at school. Seventy-five percent (75%) of parents said they see positive changes in their children's behavior as a result of Imagine Charter at North Lauderdale Elementary's emphasis on character development. The school's 2011-2012 Character Development grade was a "B".

This year, in order to further develop students' character, a teacher leader implemented a new school-wide initiative aimed at recognizing and celebrating students with noteworthy character. Teachers are responsible for explicitly teaching their students the school-wide character trait of the month. Monthly "Kids of Character" ceremonies are used to recognize one student from each class who demonstrates the focus character trait. Winners are "elected" by their peers and are also recognized at the monthly Parent Teacher Organization (PTO) meetings and featured on a bulletin board located in the cafeteria. Additional, each "Kid of Character" receives free admission to the monthly Character Celebration, as well as three tickets they must use to recognize their peers who demonstrate outstanding character. Students submit completed tickets to the "Caught Doing Good" bucket in the front office and students are recognized each day on the morning announcements. School stakeholders have students making a concerted effort to use manners, be helpful, and contribute to the Imagine Charter at North Lauderdale Elementary community. Referrals have decreased drastically as the instructional expectations now include teaching expected and replacement behaviors.

Documenting and tracking discipline incidents is another method used to measure positive character development. This year, the administrative team is committed to being diligent in documenting and monitoring all behavioral incidents so identification of students in need of behavior interventions receive appropriate, effective, and timely support. The Response to Intervention (RTI) process provides a system to meet students' emotional and social needs while maintaining a school climate that prioritizes safety and academic achievement.

5. Economic Sustainability

Imagine Charter at North Lauderdale Elementary strives to balance expenditures and revenues so that the school lives within its means annually and over the long-term. Careful stewardship of limited financial resources is essential, as Imagine must have the funds to cover rent, salaries, operating costs, and investments such as technology and instructional materials. Imagine Charter at North Lauderdale Elementary employees work steadfastly to be economically sustainable and use funds so that they will most benefit teaching, learning, and school growth. Imagine Schools expects every staff member, from administrators to teachers, to understand the school's finances and to take responsibility for making wise spending decisions. Economic vitality and stability are as important as academic achievement in ensuring the school's continued success. The Economic Sustainability Committee maintains expenses in line with

revenue without negatively impacting the educational program. During the 2011-2012 school year, Imagine Charter at North Lauderdale Elementary earned an “A-“ in Economic Sustainability.

6. School Development

School Development involves expanding the school’s facilities and programs. As an established school, Imagine Charter at North Lauderdale Elementary is not graded in this area; however, an active School Development Committee meets regularly with the focus of forming partnerships and raising awareness of school initiatives and student needs within the North Lauderdale community. This committee facilitates community partnerships and strives to network with families to recruit students for upcoming school years. Additionally, School Development committee members provide insight into class configuration, using space wisely, outfitting classrooms for twenty-first century technology, and maintaining the overall school grounds.

Mission Documents found in Educational Performance Appendices:

- A. SAT-10 Learning Gains
- B. Parent Survey with Comments
- C. Character Education Survey
- D. SAT-10 Grouping Reports
- E. Class Summary Report
- F. Grade Level Summary
- G. SAT-10 Home Report
- H. SAT-10 Summary Report
- I. Individualized Learning Plan

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	Implementation of the mission	The school is implementing its mission as defined in the school’s contract.	FCAT, standardized test results, internally-developed assessments, onsite
	Implementation of curriculum and	The school is successfully implementing curriculum and	

	instructional techniques	instructional techniques as defined in the school's contract.	evaluation, EOC
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.	
	Data-driven decision-making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Next Generation Sunshine State Standards as well as Common Core State Standards.	
	Implementation of exceptional education programs	The school provides effective services for exceptional students as defined in the school's contract and as required by applicable law.	
	Implementation of ELL program	The school provides effective services for English Language Learner students as defined in the school's contract and as required by applicable law.	

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not.

List any Appendices. Include your Educational Program Implementation plan for the upcoming term of your charter.

Implementation of our Mission as Defined in the Charter Contract

The mission of Imagine at North Lauderdale Elementary specifically addresses the school's commitment to basing all decisions upon the needs of students, as measured using student achievement data, suspension and attendance data, and survey feedback. The mission compels every staff member to: accept responsibility for the learning and achievement of each and every student; act in accordance with their assumed responsibility; and provide evidence that his or her actions are aligned with the practices that support student learning and achievement. The mission statement is posted throughout the school, stated regularly on the morning announcements and discussed at governing board, professional development sessions, and faculty meetings. Imagine Charter at North Lauderdale Elementary's Instructional Leadership Team (ILT) continuously strives to improve the status quo. Drastic improvements in school culture and academic achievement have been commented upon by various campus visitors, including state and county Instructional Review Team (IRT) members, Imagine Regional and National support staff, parents, and community members.

Imagine Charter at North Lauderdale Elementary's vision explicitly states the staff's collective dedication to students' academic growth. Decisions are data-driven and research-based. The school's learning environment is stimulating and encourages participation, creativity and enthusiasm for learning. When walking through classrooms, common board configuration which include learning goals, student friendly objectives, and the daily agenda are evident. Teachers within each grade level are required to collaboratively common plan four days a week to ensure students are receiving rigorous and engaging lessons that include Marzano's high probability instructional strategies. Each instructional block begins with a "hook" to introduce the lesson and a connection to prior knowledge and the overall learning goal.

When helping students interact with new content, teachers follow the Gradual Release of Responsibility (GRR) model. They first explicitly teach new material, then model metacognition using “think alouds”, and continue to scaffold using guided instruction in a manner that allows students to process new information in digestible bites. In helping students practice and deepen new knowledge, teachers provide additional opportunities to refine procedural knowledge and deepen understanding of declarative knowledge. In alignment with Common Core State Standards’ (CCSS) rigorous expectations, teachers help students generate and test hypotheses and use higher order questioning and activities developed using Webb’s Depth of Knowledge Wheel. Students become more responsible for their learning and achievement by participating in collaborative structures encouraging consistent checking for understanding of the lesson’s objective. The principal uses Marzano protocols to give teachers regular feedback on their implementation of Marzano’s 41 instructional elements.

All teachers at Imagine Charter at North Lauderdale Elementary collaboratively plan and review student achievement data on a regular basis. Teachers maintain binders that contain curriculum maps for each subject, student data, intervention techniques, and Professional Learning Community (PLC) resources. Additionally, kindergarten through second grade teachers have copies of the CCSS for English Language Arts and Mathematics. Third through fifth grade teachers have a copy of Next Generation Sunshine State Standards (NGSSS). Common planning is facilitated by an Instructional Coach, and requires teachers to plan and prepare lessons that meet the needs of all students, giving special consideration to English Language Learners, students receiving special education and/or performing below grade level, and students who lack support of schooling. Within the classrooms, teachers differentiate instruction using learning stations and by pulling small skill-based reteach groups as well as intervention groups. Teachers have attended professional development to deepen their understanding of running effective small groups.

Implementation of Curriculum and Instructional Techniques

Imagine Charter at North Lauderdale Elementary’s instructional team is successfully implementing curriculum and instructional techniques as defined in the school’s contract.

Imagine Schools has developed a curriculum that guides teachers and students toward the high level of learning expected in today’s world. This document is used every time lessons and assessments are planned. It describes the Standards-Based Curriculum and sets the parameters for teaching and learning in an effective classroom. The 2012 revision includes the Common Core State Standards for English Language Arts and Mathematics. The curriculum represents the best thinking of education professionals, as well as the input of business and community members in order to meet 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 diverse learning styles. Imagine Schools believe that engaging students in a rigorous standards-based curriculum is essential to student achievement and success. The curriculum characteristics allow for flexibility, yet maintain high and appropriate expectations for all. At Imagine Schools, the curriculum ensures that students enjoy the moment, and learn for a lifetime!

The curriculum provides students and teachers with world class learning opportunities, with a focus on the following:

- Learner centered results
- Interdisciplinary thematic units

- 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

The sample below explains each item on the organizational chart of the curriculum. The curriculum design serves as an instructional guide, and is intended to facilitate lesson planning and the development of thematic units to enrich student attainment of standards.

CONTENT (What Students Should Know)	APPLICATION (What Students Should be Able to Do)	PERFORMANCE (What specific meet during th
The STANDARD: This is a general statement of expected student achievement or outcomes. Each standard is preceded by a black strip that precedes the grade level content knowledge and performance applications.		
<p>Content Knowledge states what each student should know (information and/or skills) at each grade level. These items are numbered for easy reference.</p> <p>Example: RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Performance Applications are student applications of content knowledge. These statements may address one or more items of Content Knowledge, but always relate directly to the standard highlighted in black. Instruction is designed to address: “I Do” “We Do” “You Do”</p> <p>Example: Read a nonfiction passage (Exploring Seeds) with a variety of text features. Identify the features and determine why an author would use them. Locate information in the text using the text features. Such as: Bold, italics, definitions, index</p>	<p>Performance tasks are student assessments at each grade level.</p> <p>Example: Students generate questions for interviews with student thinking rich opportunities. What features are important information? How do the headings help you? How do you use the text? Can you point to the caption do?</p>

Imagine Charter at North Lauderdale Elementary’s ILT believes that Reading and Language Arts are the cornerstones of the school’s academic program. Hence, effective literacy skills are central to the school’s curriculum, weaving their way among the content and skills introduced and developed through Reading; Writing; Listening and Speaking, Viewing and Presenting. Communication skills and literacy strategies are intertwined, strengthening the strands that lead from content and concepts to connections among people and disciplines.

Reading is the integrator of the curriculum. Students will be strong readers by the time they leave the primary grades, having opened doors to good literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and informational texts read in class, students independently read “good fit” books of choice. This strand produces strong, fluent, lifelong readers.

Language Arts’ goal is to help students build a basic understanding of the mechanics and structure of the English language in order to express themselves and communicate with others. The language arts

program is infused into all areas of the curriculum and emphasizes the formation of good listening, writing and speaking skills. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities which develop important basic concepts and creative expression. Spelling, grammar and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments. Teachers and peers evaluate writing pieces using the state writing rubric. Students refine and apply their skills through process writing opportunities, journal writing, reviewing current events, studying mathematical word problems and enjoying literature. Writing is an exercise in thinking; students write to express points of view and share information, and use writing as an avenue for self-discovery and self-expression.

Listening and Speaking play a valuable role in the curriculum, as students receive information from a variety of sources and practice presenting it for a variety of purposes. Socially interactive environments foster a love of language that encourages students to listen, question, discuss, debate and share all that they learn. This strand produces articulate, expressive students.

Viewing and Presenting experiences instruct students to observe different forms of media from a critical perspective and to be responsible and effective users of innovative communication tools and technology. Making sense of their information rich environment requires visual literacy as well as a fine-tuned ear.

Features of the Primary, CCSS-aligned, English Language Arts Program:

- ✓ Regular interaction with CCSS Exemplar Texts to develop proficiency in interpreting rigorous texts
- ✓ Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension through a core comprehensive reading program
- ✓ Differentiated instruction through whole group, small group, and learning station strategies and materials
- ✓ Multiple opportunities to interact with print, including shared reading, read-alouds, language experience charts, word walls, classroom libraries, decodable books, and predictable books
- ✓ Exposure to various genres, including non-fiction, fiction, drama, multicultural tales, poetry, classic, and contemporary works of literature through a literature-based approach
- ✓ Introduces spelling, grammar, punctuation, sentence structure, and content as essential writing elements
- ✓ Oral language development through a comprehensive listening and speaking program, including opportunities for read-alouds, readers' theater, oral presentations, and performances
- ✓ Opportunities for writing in response to reading, including journaling, research, creative and expository writing, and publishing
- ✓ Access to technology and communication tools for research, editing, revising, and project development
- ✓ Individually kept writing portfolios and independent reading logs
- ✓ Understanding and application of skills for reading and writing as complementary processes

Features of the Intermediate, NGSSS-aligned, English Language Arts Program:

- ✓ Refinement of essential tools related to reading, writing, listening, and speaking and integration of these tools as applicable to all subject areas
- ✓ Increased ability to comprehend a variety of texts and text structures, including trade books and subject area textbooks; poems; novels; drama; and short stories
- ✓ Regular interaction with CCSS Exemplar Texts to develop proficiency in interpreting rigorous texts
- ✓ Increased understanding and use of comprehension strategies for before, during and after reading
- ✓ Development of critical thinking and problem solving techniques as they apply to print and non-

- print media
- ✓ Heightened sensitivity to other cultures and build cultural literacy
- ✓ Instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- ✓ Robust vocabulary instruction that includes word origins, tiered words, opportunities to develop vocabulary through reading, writing, listening and speaking
- ✓ Refined research skills and narrative and expository writing skills and strategies
- ✓ Oral communication and critical thinking experiences, including speech and debate, recitations, and literature circles
- ✓ Published student works in the form of newsletters, books, and anthologies
- ✓ Introduction to writing process through various formats
- ✓ Specific strategies focusing on elaboration
- ✓ Instruction in the use of literary devices in works of literature and apply them in original writing assignments
- ✓ Independent and collaborative theme-related projects at each grade level
- ✓ Development of leadership abilities through peer evaluation and assessment
- ✓ Exposure to all content areas through literature

Mathematics Programs

The Imagine Curriculum Guide provides exemplar model lessons that is common core-based and reflects the best thinking of mathematicians and teachers. It is the school's goal to ensure that every student achieves the essential skills needed for mathematical literacy. In keeping with this challenge, teachers in the Primary and Intermediate grades have a strong interest and background in mathematics. Teachers have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve students.

What students learn is fundamentally connected to how they learn it. In response to this, the mathematics' program reflects a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections. These are embedded in each of the content strands of Number Sense, Concepts, and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability, which are based on the NCTM (National Council for the Teachers of Mathematics) standards, Common Core State Standards for Mathematics (CCSSM) and the NGSSS recommendations. The preeminent message in all of the NCTM *Principles and Standards for School Mathematics* (2000), CCSSM, and NGSSS is the importance of nurturing mathematical thinking and reasoning processes in our students. Imagine Charter at North Lauderdale Elementary's mathematics curricula shows students the power of reasoning and sense making as they explore mathematical structures, of communication as they construct viable arguments, and of multiple representations as they engage in mathematical modeling. Research also indicates that students learn mathematics best when accessing various tools that can assist in learning. Thus, teachers incorporate various math manipulatives when introducing math concepts. When applying these concepts to solve mathematical problems, students are encouraged to utilize the recently purchased math manipulatives. Teachers engaged in a professional development during pre-planning week which taught them how to properly teach their students how to select and use math manipulatives by using the First 20 Days of Math training.

Features of Primary Mathematics Program:

- ✓ Developing number sense
- ✓ Mastering basic computation skills
- ✓ Understanding and extending patterns
- ✓ Applying problem solving strategies

- ✓ Developing understanding of concepts through problem solving
- ✓ Analyzing data and using and connecting a variety of mathematical representations
- ✓ Manipulating shapes, numbers, and space to develop estimation skills

Features of Intermediate Mathematics Program:

- ✓ Understanding geometric relationships
- ✓ Organizing and comparing data sets
- ✓ Applying problem solving strategies
- ✓ Developing algebraic reasoning
- ✓ Establishing measurement techniques
- ✓ Using advanced mathematical tools and technologies
- ✓ Reasoning and making sense of mathematics
- ✓ Demonstrating flexibility in choosing computational methods
- ✓ Understanding and explaining computational methods
- ✓ Representing thinking
- ✓ Exhibiting number sense and mastery of computation skills
- ✓ Producing and explaining accurate answers efficiently

Science Programs

Imagine Charter at North Lauderdale Elementary offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. Students inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Nature of Science, Earth and Space, Physical Science Life Science, and STEM, The Next Generation Sunshine State Standards for Science as well as the Imagine Curriculum is designed to develop students' capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum

Inquiry based learning is the school's current philosophy for science instruction which is another philosophical shift for teachers that will result in academic growth. Throughout the year, students will engage in short term as well as long term inquiry based science experiments. Teachers are currently facilitating these experiments using the 5 E Learning Cycle Model, where teachers engage, explore, explain, elaborate and evaluate with the students. Teachers engage the students with a quick investigation via reading text, demonstration followed by predicting an answer to a question in the science journal. When the teacher progresses to the explain stage, teachers provide students with cooperative exploration activities, giving them common, concrete experiences that help students construct concepts and develop scientific skills. Students build models, collect data make and test predictions, or form new predictions. In the explain stage, students share ideas in their own words and listen to their peers' ideas. The teacher clarifies the students' concepts, misconceptions, and introduces scientific terminology as well as

connecting the students' explanations to experiences they had in the engage and explore stages. The elaboration stage assists students correct remaining misconceptions and results in a deeper understanding of concepts. Students engaged in activities that challenge them to apply, extend, or elaborate concepts and skills in a new situation. Teachers evaluate students' understanding of concepts and proficiency with various skills. Teachers use a variety of formal and informal assessments to monitor understanding and progress toward learning outcomes. Students check their understanding and skills through written reflections.

Teachers have been assigned a one hour time slot each week where they are required to take their students to the STEM Lab. In this hour, teachers implement investigations that integrate science, math, engineering and technology. Teachers have access to a variety of science materials that will allow students to research, infer, create and graph.

Students participate in an annual science fair where teachers will help students plan, develop, and implement a scientific experiment within the school day. An evening workshop will provide an opportunity for parent involvement in this scientific endeavor. Together, parents, students, and teachers will investigate a student-selected topic using the scientific method.

The Science Instructional Coach provides teachers with current approaches to teaching science and is presently model teaching inquiry based science instruction. The Science Instructional Coach is in the classroom daily and conferences with teachers, providing focused feedback on instruction. Teachers adjust their instructional practice to incorporate rigor within the much needed presentation of background knowledge for students at Imagine Charter at North Lauderdale Elementary.

Features of Primary Science Program include:

- ✓ Life cycles of animals and plants
- ✓ Relationships between living things
- ✓ Ecology and the environment
- ✓ Structure of the human body, health, and hygiene
- ✓ Properties and states of matter
- ✓ Energy of heat, light, sound, and electricity
- ✓ How inventors, inventions, and machines connect
- ✓ Weather patterns and change
- ✓ How the bodies of our solar system are organized and interact
- ✓ Current events and stories about scientists

Features of Intermediate Grades Science Program include:

- ✓ Structure and function of living things
- ✓ The impact of evolution and heredity
- ✓ Ecosystems and their components
- ✓ Earth changes
- ✓ Stars, galaxies, and the universe
- ✓ Energy transferred and transformed
- ✓ Environmental problems and solutions
- ✓ Technological solutions and design
- ✓ Desirable health habits
- ✓ Systems of scientific investigation
- ✓ The science and mathematics connection

Social Studies Programs

The Social Studies Imagine Standards-Based Curriculum incorporates several fields, using literature, science, technology, and the arts to enrich the canvas on which students learn. Personal and global perspectives are essential elements throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society. The Next Generation Sunshine State Standards are organized by grade levels for grades K-5, and the strands represent a formulation of time-based content in history, geography, economics, humanities, civics, and government. Humanities will have a strong requirement for cross curricular content with emphasis in language arts, fine arts, and music through informational texts.

Features of the Primary Social Studies Program:

- ✓ Interactive environment to promote democratic principles and social skills
- ✓ Integration of disciplines and incorporation of technology and fine arts through hands-on, minds-on activities
- ✓ History as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- ✓ World and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- ✓ People, places, beliefs, and traditions of other times and cultures
- ✓ People, places, beliefs, and traditions that tie us together as a nation
- ✓ Resources to explore current as well as past events
- ✓ Tools of geography
- ✓ Decision making and being good consumers
- ✓ Simulations related to grade level theme
- ✓ Service projects related to grade level theme

Intermediate Social Studies (Grades 3-5)

Features of the Intermediate Social Studies Program:

- ✓ Active learning environment with a variety of media resources
- ✓ Culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
- ✓ In-depth study of social studies topics in which students make choices about what they study and produce
- ✓ Significant issues and events of U.S. and history, the history and culture of diverse social groups, and the environment
- ✓ Historic literacy with exposure to key concepts related to history and geography
- ✓ Dynamics of geography as it relates to people, places, and time
- ✓ Key concepts of state and federal government
- ✓ Leaders from various fields, cultures, and times
- ✓ Fundamental concepts of economics as they relate to individuals, institutions, and societies
- ✓ Collaboration and respect for others with project-based activities
- ✓ Presentation of information and findings using current resources and technology
- ✓ Simulations related to grade level theme
- ✓ Participates in service projects related to grade level themes

Our instructional resources are researched-based and address various learning styles and differentiated

levels:

- Reading: MacMillan Treasures Program. The Daily Five Reading Philosophy
- Mathematics: Houghton Mifflin Harcourt Go Math Program
- Science and Social Studies: Picture Perfect Science, Science Fusion Leveled Readers and Social Studies
- Intervention Reading: MacMillan Triumphs, Reader's Theatre, Soar to Success

Instruction

All classrooms utilize differentiated instruction, hands-on learning, and multiple modes of instruction to reach all learners. Teachers have had professional development on effective instructional strategies, monitored regularly by the leadership team. This increases students' time on task and requires teachers to improve their delivery and methodology. These key instructional techniques have provided continuity, order and consistency throughout the school.

- *Higher order questioning techniques:* The Planning and Preparation Section of the Imagine Curriculum Guide is a resource for higher order questions. Teachers are encouraged to use and post appropriate questions when working on specific skills. These questions are also in their lesson plans. Teachers use questions to clarify, probe assumptions, probe reasons and evidence, ask for viewpoints and perspectives, prove implications and consequences, and encourage students to explain their thinking. Teachers teach students to ask questions of themselves and their peers. This creates and sustains an intellectually stimulating classroom environment that values student participation and thoughtfulness.
- *Clearly Written Objectives and Timely Feedback:* Teachers have daily objectives for each lesson on the board written in student friendly language. Students are able to explain what they learned for each lesson during the day. Webb's Depth of Knowledge (DOK) Wheel provides a model for teaching critical thinking skills in any subject area. Teachers use the DOK to plan lessons and activities with the whole class and small groups that keep lessons engaging and require students to improve their higher order thinking skills. Setting objectives provides students with direction for their learning. Criterion-referenced feedback, assessment feedback, peer feedback, and self assessment feedback are examples of how students keep informed of their progress.
- *Positive Reinforcement:* Teachers deliberately, through lessons and examples of historical people, show the connection between effort and achievement. Students chart effort and achievement through progress reports and report cards. Focused discussions on students' attitudes and beliefs provide the avenue to change behavior through our character education program which recognizes and rewards positive attitudes and behavior. Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Instructional strategies include sharing stories about people who succeeded through repeated effort, giving and having students keep a log of their weekly efforts and reflecting on those achievements often. The faculty and staff focus on symbolic recognition where students will have a way to remember a significant event that produced a rewarding result. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. We believe symbolic recognition works better than tangible rewards.
- *Differentiated Instruction:* Teachers differentiate the assignments and centers for students on grade level, approaching grade level, and beyond grade level. We strive to effectively reach students of varying readiness, interests and experiences in the world. Teachers engage students through different learning modalities and use varying instructional approaches matched to student learning styles and needs.
- *Learning Centers:* Teachers prepare activities and materials designed to teach, reinforce, and extend a particular skill or concept. Activities address specific learning levels and learning styles. Learning centers motivate students to be self-directed with their explorations of topics.

- *Integrated Technology:* Technology is a critical tool for learning and is part of the daily routine in each classroom. Every classroom is equipped with computer workstations with Internet access, on-line access to reference material and access to the school's instructional software collection. Students have access to programs to review information or to prepare individual and group assignments.
- *Project-Based Learning:* Project-based learning is central to our incorporation of multidisciplinary instruction. Projects allow students an opportunity to apply the skills and concepts mastered in class to real world problems or situations. Critical thinking and problem solving, required through the projects, engage student in activities that require them to inquire, conjecture, invent, create, produce and find answers to relevant problems.
- *Cooperative Grouping:* Grouping students to work collaboratively and cooperatively offers benefits for learners. In small groups, students can share strengths and also develop their weaker skills. They develop interpersonal skills and learn to deal with conflict. Cooperative groups are guided by clear objectives; students are engaged in numerous activities that improve their understanding of subjects explored. Benefits of cooperative learning include improvements in communication, decision making, and conflict-resolution skills.
- *Modeling Using Concrete Tools:* Modeling is employed as an integral part of instruction at every level, in every discipline, and for every purpose. Such techniques as "Read and Say", picture maps and KWL charts will be among the daily tools for teaching students to embrace the skills. Graphic organizers will be used to help transform the 'invisible into visible' information. Students will break a concept into its similar and dissimilar characteristics using T-charts, Venn diagrams, cause and effect links, and compare and contrast organizers. Research shows that knowledge is stored in two forms: linguistic and visual (nonlinguistic). The more students use both forms in the classroom, the more opportunity they have to achieve. The use of nonlinguistic representations not only stimulates but also increases brain activity.
- *Home Learning:* Homework provides students with the opportunity to extend their learning outside the classroom. Our home learning varies by grade level and is based on data. Home and school works closely together to ensure student academic success. Our homework reinforces classroom lessons, provides for individual instruction, improves student performance through practice, helps establish effective study habits and involves parents in the education process.
- *Checking for Understanding Collaborative Structures:* Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan ways to better meet your students' needs. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing.

Implementation of specialized instruction for students, particularly of those below grade level

Imagine Charter at North Lauderdale Elementary's instructional program emphasizes differentiation for students that focus on their specific needs. Teachers do not adhere to a one size fits all method of instruction. Teachers follow the "I do, we do, you do" Gradual Release of Responsibility (GRR) model which emphasizes a well planned whole group lesson with systematic student engagement and practice in order to have frequent checks for understanding. Once noted that students are struggling with the grade level content taught during the whole group lesson, teachers will design specialized lessons addressing the students needs.

Imagine Charter at North Lauderdale Elementary implements the Response to Intervention (RtI) multi-tiered system of support (MTSS). Through RtI, Collaborative Problem Solving (CPS) team members provide high-quality instruction and intervention matched to student needs, monitor progress frequently to make decisions about changes in instruction or goals and apply child response data to important educational decisions. RtI is applied to decisions in general, remedial and special education, creating a

well-integrated system of instruction/intervention guided by child outcome data.

As instructional staff members conference with each student on their learning successes and challenges, they design instructional plans that address these needs. Instructional staff members are committed to educating the students of Imagine School at North Lauderdale in ways that will meet and exceed reading expectations for life-long learning. Specific goals of our reading program are to increase the number of students reading at and above grade level, and to reduce the number of students reading below grade level. These goals are supported by classroom daily schedules that provide at least two hours of uninterrupted reading instruction for every student, and an additional 30 minutes of instruction for those students reading below grade level, and an integration of reading strategies across the curriculum. The goals are further supported by high-quality instruction with the use of a Comprehensive Core Reading Program (CCRP) and the five areas of reading stipulated by the Florida Formula (5+3+ii+iii), the use of data to guide instruction, a set of strategies for students reading at grade level or higher, and immediate intensive intervention for those students that are reading below grade level. The goals and features of our reading curriculum reflect the philosophy of the Just Read, Florida! Office to use Scientifically Based Reading Research (SBRR) found in the National Reading Panel Report and in the No Child Left Behind legislation (2001), and complement the philosophy of the Broward County School District. We are committed to educating the students of Imagine Charter at North Lauderdale Elementary in ways that will meet and exceed reading expectations for life-long learners.

Hour Intensive Reading

Imagine Charter at North Lauderdale's 2011-12 overall reading performance ranked the school as one of Florida's lowest 100 performing, as based on House Bill 5101 legislation. During 2011-12, Imagine Charter at North Lauderdale Elementary's instructional day was an hour longer than traditional public schools'. Although an **additional** extension to the instructional day was not required, the ILT decided to increase the 2012-13 instructional day by an additional hour. This additional hour is devoted to intensive reading instruction. Intensive reading teachers use a research-based reading comprehension strategy program called The Comprehension Toolkit, which has been proven to accelerate the progress of struggling students, differentiates instruction based on assessment data, and integrates social studies, science, and mathematical content area text reading, text discussion, and writing in response to reading.

Teachers model proficient reading, thinking, listening, speaking, and writing strategies during the daily Intensive Reading block. Comprehension strategy instruction follows the Gradual Release of Responsibility Model and includes interactive read alouds, think alouds, and write alouds. Teachers pull one small group a day in order to differentiate instruction. Students who do not participate in the small group collaborate with peers to reread texts, write in response to text, conduct research, or complete word work activities.

Two Hour and 40 minute Reader's Workshop

Initial Instruction	15 minutes	Whole Group	Engaging Read-Aloud
	10 minutes	"I Do"	Explicit Instruction
	15 minutes	"We Do"	Guided and/or Shared Instruction
	120 minutes	Differentiated Center Instruction	Guided Reading (Reciprocal Teaching Model) Road to Success Intervention Groups (Reciprocal Teaching) Literacy Stations

Core Reading Instruction – Reader's Workshop

Core reading instruction is the first line of defense against reading difficulties. As illustrated in the

schedule above, this portion of reading instruction is designed to meet the needs of all students through the use of the Comprehensive Core Reading Program designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction delivered through the flexible grouping and learning centers model. Below is a detailed description of our initial instruction components.

Core Benchmark Instruction for All Students

Initial Instruction with the Core Curriculum Reading Program

Examples of programs implemented at Imagine Charter at North Lauderdale Elementary include MacMillan Treasures. Imagine Charter at North Lauderdale Elementary implements a Core Curriculum Reading Program (CCRP) from the state's approved list of materials and resources. This program effectively addresses each of the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.

The teachers of Imagine Charter at North Lauderdale Elementary are trained in a systematic, explicit approach for teaching reading, especially for students learning to read and for struggling readers. The instructional routines and classroom management routines of the CCRP support the delivery of scaffolded instruction that is explicit and systematic, delivered through teacher modeling, and shared practice, guided practice, and independent application. This "I do, we do, you do" instructional routine provides a gradual release of responsibility to ensure that students sufficiently master skills so they can read independently on schedule at each grade level. The CCRP also incorporates research-based strategies and materials such as reading routines, teacher read-alouds, practices for introducing new skills and reviewing skills formerly taught, leveled materials for guided reading and explicit skill instruction, and classroom libraries. The CCRP also includes strategies for differentiated instruction, such as specific practices for teaching the same skill to students reading at, below, or above grade level. Examples of these strategies might include repeated reading for students below grade level. Students at and above grade level are challenged to develop questions. Programs such as MacMillan also include assessment tools and schedules (screening, progress monitoring, diagnostic, and formal assessments) to support teachers with flexible grouping, identification of skills for review/reteaching, and progress monitoring to ensure all students are on track to meet reading goals.

The five essential components of reading instruction are explicitly and systematically taught during initial instruction of the reading block, and through differentiated strategies and supports for those students identified as needing additional time above and beyond the 90 minute uninterrupted reading block.

Component	Instructional Approach	Resources
Phonemic Awareness	Instruction teaches students to manipulate phonemes (segment sounds, blend sounds) while using the letters of the alphabet. Phonemic awareness and phonics instruction are coordinated so teachers teach letter-sound correspondence after students demonstrate phonemic awareness of the sound.	MacMillan Treasures and Triumphs, Soar to Success
Phonics	Explicit and systematic instruction will teach skills such as sound-letter relationships, blending and decoding, and phonics related spelling. Teachers ensure that students understand the goal of phonics instruction is reading connected text.	MacMillan Treasures and Triumphs, Soar to Success
Fluency	Instruction provides models for fluent reading	MacMillan Treasures and

	through guided oral reading opportunities such as shared reading, interactive read-alouds, partner reading, and independent reading of “just right” text. Repeated reading to build automaticity and phrasing activities with oral and written language are also used to improve fluency.	Triumphs, Soar to Success
Vocabulary	Instruction deepens students’ knowledge of word learning strategies for listening, speaking, reading and writing vocabulary. Robust vocabulary instruction through direct teaching, rich contexts, read alouds, word parts and relationships using graphic organizers, and multiple exposures to new words highlight this component.	MacMillan Treasures and Triumphs, content based generated vocabulary lists, Soar to Success
Comprehension	Instruction explains and model the use of effective strategies such as using prior knowledge, generating questions, self-monitoring, fix-up strategies, cooperative learning, and graphic and semantic organizers. Students are provided with multiple opportunities to practice pre-reading, during reading, and post- reading strategies.	MacMillan Treasures and Triumphs, Great Source, novel studies, Soar to Success

Strategic Instruction for All Students

For many students, core lesson plans for initial instruction and cumulative review are not sufficient to impact student ability in learning to read. The CCRP is designed to accommodate struggling readers with additional targeted instruction in small groups. Since the instructional targets are determined by assessment results, the membership of the small groups will constantly change throughout the school year. Differentiated instruction always begins with student data and, therefore, remains flexible in order to align instruction with the specific needs of each child.

Supplemental reading programs and resources that enhance the instruction of the CCRP may be necessary to support the reading growth of students. These programs are selected from state approved resources, and based on progress monitoring data such as FAIR and the Broward Assessment Tests and bi-monthly focus tests to meet the needs of flexible groups of children. Materials provide teachers with explicit instructional sequences and research based strategies to ensure student success in the five components of reading. MacMillan Triumphs, , Foundations, , and Soar to Success intervention programs, technology programs, and novels are materials that provide a range of leveled, skill-based and high-interest to support differentiated reading instruction.

Guided reading in small groups with centers which focus on reading skills is the delivery system that is the perfect complement to the CCRP and facilitate teachers in differentiating instruction, and maximize the time students have for on-target, on-time learning. The teacher center will provide opportunities for teachers to meet with flexible groups of students, while other students are working at various pre-determined centers to practice previously taught skills and concepts.

Literacy Stations

Teacher Center	Individual or small group tutorials (Screening, progress monitoring, diagnostics, guided reading, iii, etc.)
Computer Center	Skill practice (phonemic awareness, phonics & fluency, vocabulary & comprehension)

Word Study Center	Skill practice through hands-on activities (Sound-segmenting, word building, blending, etc.)	
Read to Self Center	Deep thought processing (Comprehension, activating prior knowledge, brainstorming, semantic mapping, elaborating, paraphrasing, etc.)	building schem
Listen to Learn	Application (Reading to someone, comprehension, fluency, oral language, decodable books, books, leveled classroom libraries, etc.)	choral reading,
Write About Reading	Skill and concept practice (Sound-letter relationships, dictation & spelling, vocabulary, comprehension, opinionated respo	

Teacher Center for Small Group Instruction

Instruction for proficient readers is informed by screening and progress monitoring assessments and is differentiated during small group guided reading at the Teacher Center. The needs of these students are met through the use of the CCRP leveled texts for guided reading as well as through multi-leveled classroom libraries. Opportunities are provided for students to practice and apply strategies in text that provides enough challenge for them to be successful with teacher support, develop fluency and comprehension, and interact with one another through strategies such as reciprocal teaching and responding to text. At the teacher center, we use the following reciprocal teaching procedure with students sharing a common text or leveled reader.

1. *Questioning*: A student assumes the role of "teacher" and reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas.
2. *Summarizing*: The "teacher" answers and summarizes the content.
3. *Clarifying*: The group discusses and clarifies remaining difficulties in understanding.
4. *Predicting*: The group then makes a prediction about future content. Next, a second student takes on the role of teacher for a subsequent segment of text.

Students reading below level, as identified by FAIR screening and progress monitoring assessments, meet with the teacher and/or a coach during center rotation time of the reading block. Students needing immediate intensive intervention receive an additional 60 minutes of instruction beyond the uninterrupted 90 minute reading block between three and five times a week. This additional intervention time are described in the intervention paragraphs at the end of this section. Teachers use progress monitoring data to form flexible groups of students based on reading levels, assessment levels, or a need for instruction related to a specific skill. These groups remain small in number (5-7 students), and change as needed based on on-going progress monitoring. Due to a need for explicit, systematic teaching of skills and concepts for these small groups, one day a week the small group teacher center instruction is often a skills-focused lesson that targets specific gaps or needs identified through our focus assessments as our secondary benchmark. Imagine has use Broward County's "Instructional Grouping/Instructional Strategies Chart" to determine frequency of additional intensive interventions. Students classified as Category 5 or 6 receive daily additional intensive interventions. Category 3 and 4 students receive additional intensive interventions up to three days a week.

Literacy Stations

Teachers plan systematic instruction so that skills and concepts are taught in a logical progressive sequence. Students work at learning centers on carefully designed tasks that provide opportunities for practice and application. Multiple practice opportunities are intended to help students master and retain new skills and concepts. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently.

Teachers utilize data to produce each center's curriculum objectives and students' instructional levels as well as address the learning modalities. Teachers use FAIR data to determine students' instructional levels (Lexile levels) and mini-BAT assessments to progress monitor student proficiency with CCSS and NGSSS. Advantages of this approach are:

- Effectiveness of a small group delivery system for initial instruction
- Teacher center for daily flexible group instruction
- Learning center task cards correlated to Sunshine Standards and CCRP objectives
- Learning center task cards to effectively address each of the five essential reading components
- Supplemental task cards to address any gaps within the CCRP
- Learning style task cards to support all learning modalities
- Correlated software to support curriculum objectives
- Maximized time due to sustained instructional routines and organization of environment
- Student empowerment and responsibility to motivate learning
- Collaborative environment to support learning with and from one another

Students struggling in mathematics also receive intervention through extended time, instructional technology and special programs. Our baseline data for math from the SAT-10 are disaggregated by the problem solving strands: number sense, geometry, measurement, data and probability and procedures which include all computations. An emphasis on proficiency with key topics and a focused, coherent progression of mathematics learning is the norm at our school.

- The term *focused* = engage with adequate depth in the most important topics
- The term *coherent* = marked by effective, logical progressions from earlier, less sophisticated topics into later, more sophisticated ones
- The term *proficient* = students should understand key concepts, achieve automaticity as appropriate (e.g., with addition and related subtraction facts), develop flexible, accurate, and automatic execution of the standard algorithms, and use these competencies to solve problems

Mathematics stations allow teachers to work with small groups and focus on areas of need, as reflected in student achievement data. Explicit instruction with students who have mathematical difficulties has shown consistently positive effects on performance with word problems and computation. Results are consistent for students with learning disabilities, as well as students who perform in the lowest quartile.

The term *explicit instruction* means that teachers:

- Provide clear models for solving a problem type using an array of examples
- Provide extensive practice in use of newly learned strategies and skills
- Provide opportunities to think aloud (i.e., talk through the decisions they make and the steps they take)
- Provide extensive feedback
- Some of this time should be dedicated to ensuring that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level

Students rotate from these homogeneous groupings for direct teacher instruction to heterogeneous groups. Research has been conducted on a variety of cooperative learning approaches. One such approach, Team Assisted Individualization (TAI), has been shown to improve students' computation skills. This highly structured pedagogical strategy involves heterogeneous groups of students helping each other.

Research on instructional software has generally shown positive effects on student achievement in mathematics as compared with instruction that does not incorporate such technologies. These studies show that technology-based drill and practice and tutorials can improve student performance in specific areas of mathematics. Students also use FCAT explorer to review skills in the state testing format.

The reasons for computational fluency are multifaceted. They include:

- Quantity and quality of practice
- Emphasis within curriculum
- Parental involvement in mathematics learning
- Textbooks that are focused on our state standards with less repetition from grade to grade and problems that are challenging and sufficient practice that ensures fast and efficient solving of basic fact combinations and an understanding of the concepts that are the foundation for mathematical achievement.

Teachers implement the following nine best strategies in mathematics for all students, but especially with those who are struggling:

- 1) Provide Opportunity to Learn (OTL): The extent of the students' opportunity to learn mathematics content bears directly and decisively on student mathematics achievement. Students participate in a ninety minute mathematics block. Those students who do not succeed with the regular core curriculum and given additional support in Tier II additional support using supplemental material and support from our math coach. Great Source Math Success and Great Source Math at Hand are supplemental materials that give students extra practice with the math strands: geometry, measurement, data and probability, number sense and algebra.
- 2) Focus on Meaning: Focusing instruction on the meaningful development of important mathematical ideas increases the level of student learning. We make connections between and within concepts (i.e. relate subtraction to addition). We make connections to prior knowledge. We make connections with other subjects and support students intuitive notions and methods.
- 3) Teach new concepts and skills while problem solving: Students can learn both concepts and skills by solving problems. Research shows that students who develop conceptual understanding early perform best on procedural knowledge later. Our teachers simultaneously work on skill development and problem solving. There is evidence that if students are initially drilled too much on isolated skills they have a harder time making sense of them later on.
- 4) Provide opportunities for both invention and practice: Giving students both an opportunity to discover and invent new knowledge and an opportunity to practice what they have learned improves students' achievement.
- 5) Be open to student solution methods and student interaction: Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion.
- 6) Institute Small Group Learning: Received help was most effective when it was in the form of elaborated explanations rather than just the answer and then applied by the student to the current problem or to a new problem.
- 7) Facilitate Whole Class Discussion: Whole-class discussion following individual and group work improves student achievement. Research suggests that whole-class discussion can be effective when it is used for sharing and explaining the variety of solutions by which individual students have solved problems.
- 8) Concentrate on Number Sense: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important.
- 9) Use Concrete Materials: Successful teaching requires teachers to carefully choose their procedures

on the basis of the context in which they will be used, available research suggests that teachers should use manipulative materials in mathematics instruction more regularly in order to give students hands-on experience that helps them construct useful meanings for the mathematical ideas they are learning.

A math and science resource lab has been established for teachers to check out resources for hands-on activities. The lab includes tools and instruments for science experiments as well as math manipulatives. To emphasize inquiry and exploration, the school participates in an annual school-wide science fair. In grades K-3, whole class and group projects are displayed. In grades 4 and 5, students create an individual project. The first and second place winners in ten categories for grades 4 and 5 move on to compete in a regional fair and state fair where they compete against other Imagine Schools. Students are encouraged to solve problems through inquiry and investigations using the scientific method. Many of our classrooms are equipped with technology resources, such as promethean boards and document cameras. Teachers are encouraged to use many resources and materials to engage students in learning. Maps, globes and other visual aids add reference points to a child's toolkit for learning. The media center contains a variety of books in all genres for students to check out and for teachers to target for units of study.

Accelerated Reader, Book It and Imagine's Advanced Reading Challenge are used to promote independent reading. By providing these literacy rich incentives, students are encouraged to take responsibility for their learning. Imagine's Advanced Reading Challenge is open to Imagine students in grades 3 -12 and encourages student responsibility for independent work. After reading each book from the Imagine Schools Advance Reading Challenge list, the student creates a new entry in the Reading Portfolio Table of Contents. From an array of choices encompassing oral, kinesthetic, written, visual and graphic modes, students select how best to convey their understanding of the literature. Specific titles representing classic texts are provided to the student who is required to read 25 total books. Each finished product is shared with the class through an oral presentation. All completed projects are maintained in the students' portfolio. The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to demonstrate understanding of the text.

Intensive Intervention Models for Students Below Grade Level

Intervention is an additional targeted intense instruction, scheduled for students who continue to struggle with learning despite efforts to meet their needs during the conventional allocated classroom time. Instructional staff members provide the additional time for our struggling readers and mathematicians. The school has a schedule for push-in and pull out support. Students are strategically placed in these support groups depending on their needs as disaggregated from our SAT-10 baseline data, previous year's FCAT scores and BAT data. With the reports from these three sources, we were able to pinpoint gaps in learning, needs for additional practice and changes in instructional delivery methods. Each support teacher is equipped with an intervention plan folder designating the day's lesson and reporting back to the teacher the student's mastery outcomes. This procedure for communication provides a seamless avenue toward academic success. The goal of our supplemental education program is to provide a structured system that is well organized for the tutor/pull out teacher and provides constant communication between that support staff and the classroom teacher. Careful scheduling maximizes student time on task in their weak areas. During the second semester, teachers dedicate a weekly planning period to support lowest quartile students in reading and math. In science, teachers have targeted fluent readers who are most able to comprehend difficult content and higher text complexity. Twice-weekly tutorials for these groups proved beneficial during the 2011-12 year.

In addition to daily support, students are also given options to attend Extended Learning Opportunities, both after school tutoring and on Saturday.

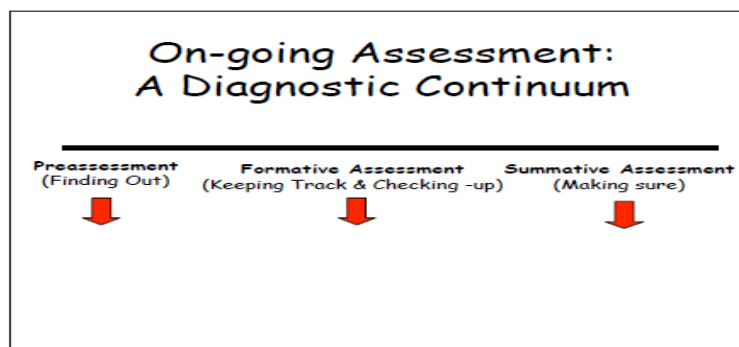
Another after school program offered to the students at Imagine Charter at North Lauderdale Elementary is Rocket Learning. This program incorporates instructional methods and curricula that have been proven to help diverse groups of learners achieve significant academic gains in a relatively short period of time. The instructional materials used are “Lift off in Literacy” and “Lift off in Math”. Rocket Learning provides learning plans and a curriculum that are customized to handle the learning needs of students with disabilities and limited English proficiency. “Take off in Literacy” - focuses on reading and writing, and helps students develop their capacity to comprehend, analyze and produce oral and written messages. “Take off in Math” – helps students develop their quantitative skills and apply them in practical situations. This program makes ample use of manipulatives and focuses on helping students formulate and solve word problems. In groups of no more than eight, teachers can not only work on the skills but build confidence. This constructivist program fosters the learning process through the execution of practical exercises that are entertaining and engaging for students from a variety of backgrounds. In both of these supplemental educational services, teachers are provided with all of the materials (books, manuals, manipulatives, school supplies) required to implement the programs effectively. Teachers and students receive a Rocket Learning Tablet Computer. The tablet provides teachers with instructions on how to effectively integrate technology into their lessons. Student tablets that have an e-Reader application designed for students to read fiction and non-fiction text. Teachers are also thoroughly trained on the practical implementation of the programs. Program directors/liaisons of each of the programs are teachers on our staff. This provides the continuity from the school day to the after-school support that the students are offered.

Data-driven decision-making

We use qualitative and quantitative data to inform and guide instructional planning aligned with the Next Generation Sunshine State Standards. We provide opportunities for summative and formative assessments designed with a specific purpose for a particular audience.

Summative Assessment “ <i>of</i> ” Learning	<input type="checkbox"/> Given periodically to determine at a particular point in time what <input type="checkbox"/> Associated with standardized tests such as state, district and class <input type="checkbox"/> An accountability measure that is generally used as part of the gr
Formative Assessment “ <i>for</i> ” Learning	<input type="checkbox"/> Part of the instructional process <input type="checkbox"/> Provides the information needed to adjust teaching and learning

In addition to the district and state assessments, Imagine Schools has developed a comprehensive assessment program using an on-going assessment diagnostic continuum.



Imagine strategically uses the assessments made available through Imagine, the School Board of Broward County, the Florida Department of Education, and various publishers to provide teachers with the necessary tools and reports that will lead to productive data driven decisions about effective instruction. Results are made available to the staff as soon as their scanning, scoring and reports have been generated by Imagine Schools. Depending on the grade level, other instruments are used to collect baseline data during the opening weeks: FAIR, FLKRS, ECHOS, DAR, STAR, BAT and our focus tests and the mini-BATs are among them. Professional development ensures that teachers are conversant with and competent in the analysis of all data.

Teachers determine a student's academic level at the beginning of the year with our SAT-10 administration. Information we receive from the SAT-10 assessments include:

- Learning Gain Report
- Multi-Test Class Report
- Class Clusters Summary Report
- Instructional Grouping Report
- Item Analysis – containing the description of the Benchmark Content Cluster

Administrative reports: Summarize for principals and the leadership team the progress of whole grade levels in reading: word reading, word study, vocabulary and comprehension and the key areas of mathematics

Problem Solving: Summarizes mathematical strands of geometry and measurement, algebra, data and probability and number sense and operations and *Procedures* which includes computational skills working with rational and irrational numbers. Teachers and administrators are able to see where students begin to struggle with conceptual knowledge on the reporting areas of communication and representation, reasoning, and making connections. Grade level leaders and curriculum support receive reports indicating strengths and weaknesses within grade levels impacting curriculum maps, pacing and focus calendars. Professional development is differentiated based on these results and also are able to enhance teacher mentor programs by seeing teachers who are having successes and those who may struggle with certain concepts. These reports indicate class gains. Individualized plans can be created from the student reports, which compare students to the national norm.

Student Reports: A detailed account of how students performed by clusters; such as structural analysis, phonetic analysis of consonant sounds and vowel sounds as well as specific vocabulary delineations of synonyms, multiple meaning words and context clues. The comprehension strand is broken down by the genres of literacy, informational and functional text in which the process skills are assessed such as: recalling details, main idea, classification, compare and contrast, author's purpose, fact and opinion, and drawing conclusions.

Mathematics Report: Account of student proficiency that builds on the comprehensive foundation built by the NCTM (National Council of Teachers of Mathematics). Each item on the test is classified first by its mathematics content and then according to the mathematics process it assesses. Number Sense includes all operations as well as fractions, decimals and percents. Algebra includes recognizing and completing patterns, Geometry and Measurement includes estimates of sizes, comparing of figures and working with time and money, Data and Probability include interpreting tables and graphs as well as identifying possible outcomes and the probability of simple events.

Grouping Report: Sort students by an achievement score within each clustered skill. This allows teachers to form skill groups based on individual student need.

Parent Reports: Parents are asked to attend conferences where they discuss their child's data with the teachers and assume an active role in their child's learning. Parents will receive a spring report also so that they can see their child's growth for that given year. Because learning gains are of most importance to teachers and staff, Imagine expects students to make more than the expected school year's growth.

Data-driven decision making using two complementary assessment processes is emphasized. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments are selected or designed and implemented by the classroom teacher.

Formal Assessments include:

Standardized Tests - Standardized tests, taken by each student semi-annually, are used to plan improvements in program delivery. The state and district tests are administered according to the provisions of the district's policies and the state's educational legislation

School Climate Surveys - An annual School Climate Survey of parents, students, and staff is conducted in each grade level and will be taken into consideration by Imagine when calculating annual Imagine school grades. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas on how the school can be improved in areas such as curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.

Standards-based Unit Tests - These tests measure student achievement on the Imagine Schools grade-level standards-based curriculum content. Unit tests are given to all students at the end of each nine-week period in reading language arts, mathematics, science and social studies.

Writing Assessments - Imagine Schools at North Lauderdale administers monthly writing assessments to measure student writing proficiency. The tests require students to write responses to assigned topics in a single testing period. Teachers use diagnostic feedback to guide teaching and learning.

Diagnostic Base-line Tests - These are administered to collect base-line information in order to assess academic levels for student's academic level.

Imagine Benchmark Assessment Tests - The *Imagine Benchmark Assessment System* was developed as a support instructional placement decisions.. *Benchmark Assessments* have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable feedback twice a year on how students are progressing toward state and national standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of reading and mathematics. And, most importantly, they provide teachers with targeted strategies for helping students learn those things that the *Benchmarks* indicate they still need to master. *The Imagine Benchmark Assessments* are available online through an internet-based system that enables tests to be created, delivered, and reported electronically. Online delivery of the *Imagine Benchmark Assessments* will allow schools to administer the assessments on a continuous basis using any school computers that are equipped with Internet access. Tests are automatically scored and the results of multiple-choice assessments are automatically reported.

Classroom-based Assessments include:

Performance-Based Assessments:

- Rubrics describe the specific criteria used to assess projects and/or performances.
- Observation Checklists identify the critical attributes of specific activities and indicate the levels

of mastery individual students have gained.

- Learning Logs demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
- Anecdotal Records describe observations of student interactions, participation, learning styles and strategies.
- Student – Teacher Conferences highlight strengths and weaknesses in student performance.
- Audiotapes and videotapes show authentic individual and/or collaborative performances. Student and/or group tapes can include drama performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.

Test Formats include:

- Multiple Choice and True/False
- Performance Tasks
- Fill in the Blank
- Gridded Response

Annually, a School Improvement Plan (SIP) is developed by the ILT. The goals and objectives on the SIP aligned with the Florida School Accountability Indicators and include an objective in reading, mathematics and writing. Additionally, an objective in reading is earmarked for the bottom performing group at the school. The SIP is aligned fiscally and a staff structured to meet the stipulated objectives, including detailed action plans for each of the stated objectives. Moreover, strategies which address the academic needs of the subgroups stipulated by the No Child Left Behind legislation are incorporated. The implementation of the SIP is monitored by the administrative team to gauge progress and to provide technical assistance to the School. A formal mid-year check and end-of the year evaluation is conducted annually to determine adequate progress. The SIP is a document that is shared with the stakeholders and an annual report is generated documenting the progress made by the School in meeting the stated objectives. The report is then shared with the stakeholders and approved by the Governing Board. The school improvement process is based on a continuous improvement model and is driven by a student/school data collection system, ongoing assessment, school climate assessment and a data interpretation system, ongoing data analysis that enables the instructional and administrative staff to make informed decisions and to develop educationally sound action plans. Monthly, school improvement progress is reported to Governing Board members at monthly Governing Board meeting.

At Imagine Charter at North Lauderdale Elementary, teachers continue to monitor student progress and use a variety of data to plan instruction. Screening and progress monitoring assessments such as Concepts of Print and FAIR are used in the Kindergarten. Benchmark Assessment Tests are given to students in grades 3-5 to assist teachers in planning instruction, and the FCAT is administered according to state guidelines. In addition, all teachers assess students via criterion referenced tests, project based learning, and portfolio assessments. The reconstituted administrative team supports teachers by providing access to the BEEP program, which is a computer based resource tool, available through the School Board of Broward County. This program assists with lesson plans, various resources, and mini-assessment tests (focus tests).

The administrative team firmly supports collaborative meetings to analyze student data with all the stakeholders including students in data driven instructional decisions. Teachers conduct student led conferences bi-monthly providing students with timely feedback, correcting misconceptions, and setting future goals. When students are involved in decisions addressing their specific deficits, they are encouraged to participate actively in and take responsibility for their own learning. Parent conferences are

held formally twice a year; however, teachers are available and encourage parent conferences as often as needed to strengthen the home-school connection. Teachers communicate with parents regularly to address student growth and as well as to identify academic deficiencies. Progress reports go home each quarter, as do report cards, and the daily planners are utilized as a tool for parent communication. Teachers, parents and students complete goals, strategies and informational comments on the SSP (Student Success Plan). This document acts as the students' data portfolio, traveling with the student from grade to grade. It houses the pre/post writing prompts, quarterly benchmark assessments, annual SAT-10 reports, and FCAT results. All test data and assessments are used to set appropriate goals and implement effective strategies for continuous improvement.

Teachers follow the steps of the Florida Continuous Improvement Model (FCIM) during school-wide "Road to Success" time:

PLAN

PROVIDE TIME AND FOCUS FOR STRATEGIC TEAM PLANNING

- Teachers have the opportunity to plan and share best practices
 - Weekly grade level data meetings with the school coaches, administration and education director. Quarterly, the district support team meets with school leaders to share recommendations and commendations. However, District support is evident on a daily basis through email and phone conversations.
 - Daily common planning amongst grade levels where team leaders record in a binder their agenda and minutes to submit to the leadership team
 - Professional development focuses on effective instructional strategies at weekly PLC.
 - Leadership team meetings on Monday and Thursday review school progress, culture and goals.
 - In-service training days – Imagine Schools has designated early release days for focused professional development on lesson planning and student engagement based on staff needs.
- Data has been disaggregated in multiple ways for each class and student
 - Evaluate FCAT Results from the previous year, concentrating on our successes, challenges and AYP in order to set school goals
 - Analyze SAT-10 Results (K-5) and identify lowest quartile in reading, math and science
 - Analyze Writing progress through our pre/post Imagine Writes (expository and narrative)
 - Analyze BAT Results (3-5) and create skill centers
 - Monitor Focus Test Results and set growth goals
- Teachers learn weaknesses and strengths of students on target benchmarks, as data is provided
 - Review individual student data and share results with students during weekly "data chats"
 - Teachers administer, score and record biweekly *focus tests* in accordance with *Focus Calendar*
 - Target Goals are posted for focus tests and FCAT
- Instructional scope and sequence is optimized
 - Focus Calendar provides focus on standards, pacing guide provides focus on strategic planning
 - All teachers are aware of and plan for FCAT testing dates

DO

CONCENTRATE AND COLLABORATE ON TEACHING THE BENCHMARKS

READING and LANGUAGE ARTS

Teachers in kindergarten through second grade are fully implementing Common Core Standards in English Language Arts. Students in third through fifth grade, have a reading focus across the curriculum in which there is a daily reading lesson in all subject areas with a specific focus on the Next Generation Sunshine State Standards benchmarks according to the *Focus Calendar*. Teachers in grades three through five are exposing their students to Common Core Exemplar Texts during their daily reading instruction. Common Core State Standards for English Language Arts

- The standards offer a focus for instruction for grades kindergarten through fifth grade in literature, informational text, and foundational skills through key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity appropriate for each grade level.
- Reading Process Strand
 - Vocabulary
 - Word Knowledge
 - Morphemic Elements
 - Word Meanings
 - Word Analysis
 - Comprehension
 - Main idea in literary, functional and informational text
 - Relevant details
 - Conclusions and inferences
 - Chronological order
 - Author's purpose and perspective
 - Cause and effect
 - Theme or topic across a variety of fiction and nonfiction
 - Compare and contrast story elements within a text and between multiple texts
 - Literary Analysis Strand
 - Story, plot and text structure
 - Figurative language
 - Text features
 - Information and Media Literacy Strand
 - Organize and interpret information from informational text
 - Writing across the curriculum as well as focused lesson which emphasize the state testing rubric
 - Mode: expository and narrative text structures through author studies
 - Organization through planning
 - Support through elaboration, personal anecdotes, dialogue and colorful, robust vocabulary
 - Conventions through editing and revising to increase varied word choice as well as varied sentence structure

MATHEMATICS

Process and content skills are the math focus areas. Instruction includes collaboration, encourages self-direction and metacognition and addresses creativity. A mathematical focus across the curriculum integrates mathematical skills in all subject areas daily. By emphasizing applications in real world scenarios, emphasizing quantitative reasoning and addressing literacy will ensure increased student achievement specifically targeting Common Core State Standards in grades kindergarten through second grade and the Next Generation Sunshine State Standards benchmarks in third through fifth grade. Second grade students are being taught both Common Core Standards and Next Generation Sunshine State Standards in Math. Teachers of kindergarten through fifth grade participate in a monthly mathematical practice professional development. Each month teachers are introduced to one of the eight mathematical practices through an interactive webinar. The principal and coaches ensure implementation of mathematical practices through classroom observations as well as checking lesson plans.

Common Core State Standards, K-2:

- Counting and Cardinality- number names, count sequence, count to tell the number of objects, compare numbers
- Operations and Algebraic Thinking- understand addition, represent and solve addition and

subtraction problems within 20, apply properties of operations and relationship between addition and subtraction, work with addition and subtraction equations, work with equal groups of objects

- Number and Operations in Base Ten- place value, extend counting sequence, use place value and properties of operations to add and subtract,
- Measurement and Data- measurable attributes, classify and count objects in a category, measure lengths indirectly, tell and write time, represent and interpret data, measure and estimate lengths in standard units, relate addition and subtraction to length, work with time and money
- Geometry- identify and describe shapes, analyze, compare, create, and compose shapes, reason with shapes and their attributes

Next Generation Sunshine State Standards, 3-5:

- Number Sense, Concepts and Operations – sets, place value and whole number relationships
- Data and Probability – graphing, central tendency, possible outcomes, probability
- Measurement – time, money length, weight, capacity, volume, temperature
- Geometry – Properties of two- dimensional shapes, congruency, composing and decomposing shapes, coordinates, area, perimeter
- Algebra – equations, expressions and patterns

SCIENCE

The school has had a shift in the philosophy of teaching science which now calls for clarity, coherence and minimal redundancy and increases the level of rigor preparing students for the Next Generation Sunshine State Standards.

- Science Strands
 - Nature of Science – the practice of inquiring, observing, collecting and recording data, and making visual representations
 - Life Science – the organization, development, diversity and interdependence of living organisms: plants, animals, and humans
 - Physical Science – the properties of and changes in matter, energy forms, transfers and transformations, and the force and change in the motion of objects
 - Earth and Space Science – examining our Earth in time and space, Earth structures, and Earth systems and patterns

SOCIAL STUDIES

- Social Studies themes and content focus are taught daily even though they are not state tested. Our curriculum guide outlines the grade level expectations.

CHECK

UTILIZE ASSESSMENTS, MAINTENANCE AND MONITORING

- Short frequent assessments (*Focus Tests*) on target benchmarks are given:
 - SMALL GROUP: Regular teaching and testing of targeted benchmarks
 - Daily Problem of the Day
 - *Focus Test* administered biweekly on targeted benchmark and recorded on spreadsheet
 - Baseline assessment in Fall (SAT-10) and Benchmark Assessments BAT I and II and state review each quarter
- Student progress is monitored by using:
 - Item analysis format charts the student's progress on the FCAT, SAT-10, BAT I and II, Imagine Benchmark Assessments and frequent Focus Tests
 - Focus Tests in reading, math, and science
 - Writing responses to prompts for each mode

- Progress Monitoring Plans set up for struggling students in Tier II and Tier III
- Student Success Plans for all our students to reach their highest potential
- Assessment data is used to redesign instructional focus, strategies and methodologies:
 - Monitor student work with immediate changes to curriculum and instruction
 - Use appropriate level of FCAT support materials
 - Differentiate instruction to accommodate all learners
 - Adjust Focus Calendar to allow more time on a benchmark
 - Provide secondary focus specific to each class
 - Tutor student(s) 1-to-1 or in small groups on specific benchmarks as needed
 - Share assessment data (focus test results) at grade level data chats with administration
 - Increase level of difficulty of daily readings as students become proficient with the targeted benchmark
 - Modify Student Success Plan (and PMPs) regularly with students and parents
- Administration regularly supplies feedback and assistance by:
 - Scheduling frequent formal classroom observations and informal walk-throughs
 - Reviewing student binders and portfolios
 - Training, guiding and mentoring teachers and staff as needed and/or as requested
 - Reviewing attendance records, progress/interim reports, report cards, and frequent review of FCAT Explorer Reports, STAR Reports, lesson plan, and grade level team and academy meeting agendas and minutes

ACT

SUSTAIN LEARNING THROUGH TUTORIALS AND ENRICHMENTS

- Schedule tutorials and enrichments within the regular class day.
 - Plan for FCAT small group instruction, push in and pull outs (providing a double dose of instruction)
 - Expose students to specific reading and math FCAT format and styles throughout the year not just during the “Count Down”
 - Display and interact with FCAT vocabulary taught and used daily on word walls and in student dictionaries
 - Utilize “Lessons Learned” insight from state documents, using FCAT question stems and anchor papers
- Teach reading AND math across the curriculum in all disciplines
 - Provide exposure to and reading of all types of texts: literary (fiction, poems), information, and functional
 - Post focus calendar and configure the board with the day’s objectives in student friendly language in each subject, along with the essential question to focus each lesson as well as a timed schedule keeping students and teachers on the projected pace
 - Use of FCAT question task cards
 - Introduction of longer passages to increase stamina as weeks progress
 - FCAT vocabulary focus and print rich environment
 - Effective, engaging strategies (graphic organizers) taught and practiced
- Re-teach benchmark(s) and reassess progress through tutorials in 1-to-1 or small group instruction
 - Use technology to give individual practice aligned to student’s instructional (ability) level (Riverdeep, FCAT Explorer, AR, Larson’s Math and other programs)
 - Pull-out work with instructor in math or reading, push-in work with instructor to focus on targeted skills
 - Provide peer partners to collaborate on benchmarks
- Allocate time in the instructional calendar for effective review activities on FCAT benchmarks
 - Pull-out and small group instruction on FCAT benchmarks

- FCAT daily review in every class everyday
- Use technology to give immediate feedback on progress
- Differentiate instruction – varied methods
- One-on-one re-teaching by qualified instructors
- “Brain Bowl” competitions or Jeopardy game like rehearsals
- Conduct a simulated FCAT and go over results in small groups
- Provide access to Saturday School and after school tutoring

Using data to make decisions about policies, programs, and individual students is a hallmark of schools that want to stay on the path of continuous improvement. We have incorporated thoughtful data collection, analysis, and implementation into our school improvement plans. Teachers and administrators know how to use the feedback provided to pinpoint areas in need of improvement, get to the root cause of problems, guide resource allocation, and communicate with stakeholders as needed.

Implementation of Exceptional Education Programs

Imagine Charter at North Lauderdale Elementary provides quality exceptional student education (ESE) services for its population of students with disabilities (SWD). The goal of ESE at Imagine Charter at North Lauderdale Elementary is consistent with the goal of non-ESE: to support students in developing the knowledge and skills required to grow into productive citizens, living a meaningful, self-fulfilling life with as great a degree of independence as possible. The school supports SWD within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time basis be considered. The school ensures that SWD are fully provided federal and state mandated services and recognizes that it is obligated to provide a full continuum of services to SWD to the same extent as any other public school where all ESE delivery is based on the student’s IEP.

The school strictly follows a non-discriminatory policy regarding identification, evaluation, location, and selection of SWD.

The school complies with all applicable federal and state laws, as well as all School Board of Broward County policies regarding ESE.

Individuals with Disabilities Education Act of 1990 (IDEA) guarantees all children with disabilities access to a free and appropriate public education (FAPE). Any student found to be eligible for services under IDEA must be provided an individualized education program (IEP), which serves as the cornerstone of the student’s education. In providing for the education of exceptional students, teachers utilize the regular school facilities and adapt them to their needs, serving as the least restrictive environment.

The Individualized Educational Plan (IEP) is developed for a student has been identified as requiring certain needs. The written individualized educational plan for each child includes a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

Section 504 of the Rehabilitation Act of 1973 states no person with a disability can be excluded from, or denied, benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed service and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student.

Florida Educational Equity Act, s. 1000.05, F.S., prohibits discrimination on the basis of, among other factors, disabilities in the state system of public K-20 education. Section 1000.05(2)(c), F.S., mandates that SWD shall receive programs "tailored" to their needs.

Response to Intervention (RtI)

The school uses Response to Intervention to integrate assessment and intervention to maximize student achievement and reduce behavior problems. With RtI, the school identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on the responsiveness of the student. This is used with all students to ensure all students' learning pathways are considered to increase their achievement levels.

Instructional Delivery Models

The school believes that the inclusion model provides an excellent opportunity for exceptional student to be served in the least restrictive environment. The ESE resource teacher works collaboratively with each classroom teacher, administrative staff, and support staff to provide for the educational needs for the exceptional students. Our school ensures that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP dictates that we cannot provide the appropriate services in the least restrictive environment, the RtI team will work in conjunction with the District to determine the appropriate placement of the student. It is our intention to work with the District and to determine the very best placement of students with special needs. We understand that it may not be the appropriate school for all students and will work with the District to find the right school.

A consultation model: The preferred placement of the ESE student is the inclusionary environment. Our school believes that it is very important for children to have the opportunity to learn and grow within communities that represent the kind of world in which they will live when they finish school. All children are included in the learning process, and the School must meet their needs within an inclusive setting. Integration works, especially when the ESE teacher works side by side with the regular teacher. We want to create a world in which all children are welcome.

A resource model: This model is included for students who need an environment that can address their different styles of learning. The ESE teacher focuses on the individual students needs related to their IEPs. Each student is assessed and areas of need are noted. Each student works on specific skills in which they need remediation. We realize that trying to force everybody into the inclusion mold promises to be just as coercive as trying to force everybody into the mold of a special class or institution. There are wide differences in children's needs and the School is prepared to provide options to students and parents.

Certified Special Education Teachers

Our school employs teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing special education. Imagine Charter at North Lauderdale Elementary employs a full-time ESE teacher who handles not only the required paperwork but also works with the students with disabilities either in the classroom or in small pull-out group along with two full time teacher assistants. Our school also has people trained in the Response to Intervention Model (RtI). The district psychologist is working closely with us on our implementation of this support model. The collaboration among teachers facilitates the recognition of each child's potential, thus connecting it with deeper and wider ways of knowing. A strong curriculum, supported by technology, character education and study skills strategies is designed to accommodate special needs children in the resource model. These models provide an environment of encouragement for all students. The ESE teacher works side by side with the regular teachers. This collaboration among teachers facilitates the recognition of each child's potential, thus connecting it with deeper and wider ways of knowing. A strong curriculum, supported by technology, character education, and study skills strategies is designed to accommodate special needs children in the resource model. Both models provide an environment of encouragement for all students.

ESE Service Delivery Continuum

Service Delivery Model	General Education Classroom	General Education Classroom with Support				Separate Classroom (pullout) Speech/Language
		Collaborative Teaching				Small Group/Therapy (individual)
		Consultation	Support facilitation	Co-Teach	Small group	
Services from ESE Teacher	ESE teacher may provide in-service to suggest accommodations during pre-referral process.	ESE teacher collaborates with general education teacher to plan and implement instructional strategies & accommodations	ESE teacher teams with several general education teacher to provide varied levels and frequency of support	ESE teacher in general education class with general education teacher	Academic instruction integrated with Language instruction delivered by Therapist within general education	Small group instruction with therapist/or ESE teacher outside the general education classroom for a portion of the day.
Curriculum	General Education curriculum with instructional accommodations in any subject area					Speech/Language, occupational therapy, physical therapy, orientation or mobility training

Components that Support Special Education

Special needs students need positive role models, high levels of on-task behavior and high academic expectations to maximize learning and achievement. Research clearly indicates the superiority of the integrated classroom for instructing students with special needs. The following components of our

instructional strategies are especially effective for providing successful learning experiences for ESE students:

- Structured learning environment
- Goal-driven learning
- Active learning and access to technology
- Technology integrated into the curriculum
- Risk-free environment
- Team of expert teachers
- Peer collaboration
- Small group, diversified learning stations

The classroom teachers and the ESE teacher plan and work closely together to meet the needs of the ESE students. ESE students have an IEP and all teachers plan together to meet the needs of the students and the IEP goals. Students work on appropriate standards for their grade level as indicated by the individual IEP.

ESE/Inclusion-Teacher: In this model a teacher who is ESE-certified, will create an additional teacher directed small group at specified times to work with identified students for instruction in their area of need during station time.

Supplemental Materials for Special Needs Inclusion

The “Accommodating the Diverse Learner” section in the Imagine Schools’ Curriculum Guide is available to assist classroom teachers in adapting station activities for the special needs students. The Guide also includes assessment rubrics, a learning style inventory and behavior management strategies.

Methodology

Accommodations of classroom instruction provide students with additional support to understand the materials and skills that are being presented. Various techniques are utilized to allow students to make the connections and enhance success when being exposed to new skills. These include the following: visual aids, hands-on learning, role-playing, multi-sensory techniques, read-alouds, guided questions, step-by-step questions and key words.

Treatment of Student Records

Imagine adheres to all confidentiality requirements and parent and student rights provisions specified in federal laws. A parent who believes that information in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the child may request the information be amended. The School decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If we decline to amend the records, we notify the parent in writing of the refusal and advise them of the right to a hearing. We have designated an official custodian of student records who is responsible for ensuring the confidentiality requirements. Employees who utilize the records will receive instruction regarding the procedures for handling and managing confidential material and the custodian of student records maintains a listing of employees with access to the records and a logbook of each individual who has had access to the records. Student records are available for audit at any time during the year to ensure that funds are properly allocated. We require a request in writing at least one week in advance of the audit to ensure that the custodian of student records and the Principal are available to assist with the files. We also require auditors to provide proper identification and sign the logbook.

Procedural Safeguards Notice

The School provides a copy of the procedural safeguards to the parents of a child with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the child, and receipt of a request for due process. The procedural safeguards notice is given in the native language of the parent(s), unless it is not feasible to do so, which includes a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and child's placement during a due process hearing). These safeguards are in place in order to help parents of children with disabilities to understand the rights that accompany programs for students with disabilities. They include federal and state laws regarding the protection of both the rights of the student and the rights of the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for the exceptional student program or used for assessment purposes. In the event that a parent or guardian of a student should issue a complaint with respect to any matter relating to the identification, evaluation, or educational placement of the student that results in a hearing and appeal, legal counsel will represent the Charter School during the proceedings.

Release of Information

Our school does not release information from education records to participating agencies without parental consent unless required to do so by federal law. Parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws.

Related Services Personnel

Speech/language and occupational therapy is provided through contracted services. Other low incidence related services are also provided through an outside agency via contract. All personnel who provide contracted related services (e.g., services provided by a speech-language pathologist; a psychologist, social worker, or mental health professional) through an appropriate agency to students meet all required licensure and/or certification requirements pertaining to their area of related service, working closely with the School District to partner and meet the needs of the students.

Students Eligible for the Gifted Program

Imagine Charter at North Lauderdale Elementary strives to serve gifted and talented students. Currently, the school does not have any students formally identified as Gifted. School policy is to strive meet their needs with our challenging curriculum a differentiated instruction within our programs. These students would remain in the mainstream classroom using effective strategies appropriate for the Gifted child. Teachers meet the individual needs of these students by giving individualized work and projects in the student centers and advancing the curriculum in the teacher center. All Gifted students would have their educational plans met. These plans would be written for a two year period. However, if a student needs to have goals or strategies updated before the two year period is up, a review of the student's plan would be held. Parents would be updated annually on the progress of their child in meeting the determined goals. Our school would work with the district staff to insure that procedures for placement into the program are followed.

The effectiveness of the school's Gifted Program would be evaluated through the analysis of data, review of each student's Education Plan and results surveys provided by students, teachers and parents. The students in the Gifted Program would take a series of benchmark tests, state and district required tests and Imagine Schools' fall and spring SAT to determine learning gains. This data would be evaluated to insure that students are making appropriate academic progress. The Gifted Program would also be evaluated by

whether or not the students are making progress towards meeting their individual goals. Lastly, parents, students and teachers would be asked to complete surveys on the effectiveness of the program and give suggestions for its continued improvement.

Evaluation of Imagine Charter at North Lauderdale Elementary's ESE Programs

The School will evaluate the effectiveness in serving exceptional students through the annual review of IEP's, student test data and Imagine Schools' surveys. Each ESE student has, at minimum, an annual review of the IEP, and two parent conferences with the teacher. At these meetings the School is able to determine if students are meeting the target goals or have not made satisfactory progress towards attaining them. Our school focuses attention on the review of test data from students. All district and state test data are assessed as well as the Imagine Schools' test data to determine learning gains for the year. Parents, teachers and students complete surveys on the effectiveness of the program and offer suggestions where needed. After all the above mentioned data is compiled, a team of teachers, staff and parents evaluate needs of the program and determine if students are progressing at appropriate levels.

English Language Learners

Serving a diverse population in North Lauderdale, Florida, Imagine Charter at North Lauderdale Elementary places high priority on its English for Speakers of Other Languages (ESOL) program. Grounded in federal law, state law, and School Board of Broward County policies, the school has undergone major revisions in its ESOL program since the 2011-12 school year and is prepared to create, implement, and continuously improve new procedures and programs to better serve its English language-learners (ELL) population.

The school's ESOL program is built in compliance with Florida's Meta Consent Decree of 1990 (*LULAC v. State Board of Education*, 1990), s. 1003.56, F.S., SBBC District ELL Plan, and all applicable federal laws, as codified in the No Child Left Behind Act of 2001.

The SBBC District ELL Plan is composed of eleven (11) sections:

1. Identification
2. English Language Proficiency Assessment for Placement
3. Programmatic Assessment
4. Comprehensive Program Requirements and Student Instruction
5. Statewide Assessment
6. English Language Proficiency Assessment for Exit
7. Monitoring Procedures
8. Parent/Guardian/Student Notification and Rights
9. Functions of the ELL Committee and the Professional Learning Community
10. Personnel Training
11. Title III, Part A, NCLB-Accountability

In order to fully comply with these applicable laws, the school's ELL placement policy is:

Identification

Imagine Charter at North Lauderdale Elementary's registration form includes the Home Language Survey (HLS), pursuant to the Meta Consent Decree of 1990. All parents/guardians of students enrolling in the school must answer the three (3) questions on the HLS. The questions are:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?

3. Does the student most frequently speak a language other than English?

The registration form (including the HLS) is available in English, Spanish, Haitian Creole, and Portuguese. If the parent/guardian answers “Yes” to any of these three (3) questions, the student is assessed for aural/oral language proficiency in English within twenty (20) days of registration.

English Language Proficiency Assessment for Placement

To gather initial placement information a Listening and Speaking Language Assessment is administered to all students in grades K-5 and a Reading and Writing Assessment (FES – Fluent English Speakers) for students in grades 3-5. The school uses the IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-5 for our aural/oral language assessment instrument as recommended by our Broward County School District. For students in grades 3-5, the Reading and Writing subtests of the Kaufman Test of Educational Achievement II Brief Form (K-TEA II Brief Form) is administered by our district trained ESOL coordinator. The following criteria will be used to determine eligibility for these FES students:

- If both reading and writing standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program. The ELL Committee considers the following information when determining if the student qualifies for services: prior educational and social experiences, student interviews, written recommendations, current observations by staff, classroom grades, and/or data from other standardized assessments.

Equal Access

Once the student is assessed, charts correlating the IDEA Oral Language Proficiency Test Score levels with Broward County language Level Classifications are used to determine the student’s classification level. Students with A1 to C1 language level classifications receive ESOL services. Students coming from other public schools already have an ESOL plan in place if needed. However, all students coming from public schools will have their cumulative folders assessed by the ESOL coordinator to make sure that appropriate testing took place in previous schools where needed.

To effectively service ELL students, each student’s prior schooling experiences including school records, transcripts, parent and students interviews and other evidence of educational experiences are utilized. Gathering information about the student’s educational background and prior academic placement achievements provide the school with a basis for developing appropriate placement and scheduling. All decisions regarding the instruction plan for ELLs is documented in the ELLSEP (English Language Learner Student Education Plan) folder. This folder contains the ELL student’s Individual education Plan which is updated as needed and reviewed annually. It is used to record initial placement information, programmatic assessment and academic placement, language reclassification, annual reviews, ELL Committee meetings, student’s program exit information and the four monitoring periods. Student information is consistently recorded into the TERMS database.

The other main function of the ELL Committee is to resolve any issue that affects the instructional program of any student learning English. Our ELL Committee is composed of our administrator, a Curriculum Specialist, the ESOL Coordinator, a translator or interpreter, the classroom teacher, and other educators as appropriate for the situation. The ELL Committee assists in reviewing a student’s current educational needs and provides guidance in the selection of the appropriate strategies that will improve student performance.

Parents are formally notified by the school that their child qualifies for the ESOL program and will receive services. This notification form, signed and dated and in the parent's native language is sent home to parents for initial placement in program and at their anniversary data (entry date) yearly for continuation of services. The parents/guardian are formally invited to a ELL Committee meeting where they are introduced to the program services that are offered to their child. An interpreter is always present at these meetings. We have several staff members who are fluent in Spanish, Haitian Creole or French, who are available to accommodate the needs of our students and their families. Parents' signatures are documented on the ELLSEP folder which houses all the documentation and is kept in the students' cumulative folder.

Imagine believes that it is the school's responsibility to instruct ELL students so that they achieve proficiency in English and mastery of the Next Generation Sunshine State Standards and the Common Core State Standards. The school's ESOL program has the following components:

- Support from the newly appointed school leadership team to implement effective instructional strategies with fidelity
- Wide-range of support services and effective scheduling to meet students' needs
- Partnership between the school and home
- Entry and exit criteria as well as goals and objectives for each student to meet exit criteria
- Professional development
- Enhanced learning environment and on-going assessments for progress monitoring
- Researched-based instructional materials used with fidelity.

Imagine Charter at North Lauderdale Elementary's grade levels do meet criteria for sheltered instruction; the school has fewer than 18 ELL students classified as "A1" through "B1" per grade level (K-3) and are fewer than 22 ELL students classified as "A1" through "B1" per grade level (4-5). The Basic Mainstream Instruction with ESOL Strategies Model is followed at all grade levels. Careful thought and consideration is devoted to the proper placement of students so that they are in the best learning environment possible. Teacher selection is based on ESOL endorsement, experience, resourcefulness, sensitivity to ELLs needs, and a proven record of success using differentiated instruction and addressing individual student needs. When possible, students are clustered to provide an increase in instructional time from our ESOL Paraprofessional support personnel. The principal and ESOL Coordinator utilize support materials from the Multicultural, ESOL and Program Services Department 2012-13 Handbook in order to provide an appropriate ESOL program to meet specific students' needs in language learning, academic achievement, and n cultural integration.

Active ELL Grade Level Break Down ~ Imagine Charter at North Lauderdale Elementary

	K	1st	2nd	3rd	4th	5th	Total in School
A1	7	0	0	1	0	2	10
A2	9	1	0	1	0	0	11
B1	1	7	1	1	0	0	10

B2	1	7	8	2	4	1	23
C1	0	9	5	14	3	1	32
C2	0	0	0	0	0	0	0
Total Per Grade Level	18	24	14	19	7	4	86

The Basic Program for ELL requires teachers utilize the ESOL strategies from the Broward County ESOL Instructional Strategies Matrix:

ESOL INSTRUCTIONAL STRATEGIES MATRIX - MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION

A. Instructional Modifications: based on Level of English Proficiency	A1	Bilingual Dictionary	E. Interactive Strategies & Cooperative Learning Settings	E1	Dialogue Journals
	A2	Bilingual Support		E2	Flexible Grouping
B. Vocabulary	A3	Chunking		E3	Games*
	A4	Flexible Scheduling		E4	Group Reports/Projects*
	A5	Flexible Setting		E5	Jigsaw*
	A6	Flexible Timing		E6	Panel Discussions/Debate*
	A7	Language Experience Approach (LEA)		E7	Peer Pair*
	A8	Modeling		E8	Reader's Theater*
	A9	One-on-One Instruction with Teacher or Teacher Assistant		E9	Role Play*
	A10	Pacing of Lessons		E10	Think/Pair/Share*
	A11	Provide Meaningful Language Practice*	F. Other Strategies	F1	Activating and/or Building Prior Knowledge
	A12	Use all Modalities/Learning Styles*		F2	Anticipation Guides
C. Visuals & Graphic Organizers	A13	Use of Illustrations/Diagrams*		F3	Demonstrations
	A14	Use of Substitution, Expansion, Paraphrase, Repetition		F4	Field Trips*
	A15	Use Simple, Direct Language		F5	Note-Taking/Outline Notes*
	A16	Vary Complexity of Assignment		F6	QAR (Question-Answer-Relationship)*
	B1	Categorize Vocabulary		F7	Read Aloud
	B2	Explain Key Concepts		F8	Reading with a Specific Purpose*
	B3	Interactive Word Walls		F9	Reciprocal Teaching*
	B4	Semantic Feature Analysis*		F10	SQ3R (Survey, Question, Read, Recite, Review)*
	B5	Structural Analysis		F11	Summarizing*
	B6	Use of Cognates		F12	Think Aloud
D. Other Audio/Visuals	B7	Vocabulary Improvement Strategy (VIS)	G. Alternative Assessment Instruments	F13	Total Physical Response (TPR)*
	B8	Vocabulary with Context Clues		F14	Visualization*
	B9	Word Banks		G1	Checklist
	C1	Charts*		G2	Close Procedure
	C2	Computer/Software		G3	Duration/Disclosure
	C3	Flow Charts*		G4	Graphic Representation*
	C4	Graphic*		G5	Interview
	C5	K-W-L (Know/Wants to Know/Learned)*		G6	Observation/Anecdotal
	C6	Labeling		G7	Portfolio
	C7	Maps*		G8	Retelling
E. Interactive Strategies & Cooperative Learning Settings	C8	Pictures*		G9	Rubrics*
	C9	Semantic Webbing/Mapping*		G10	Student Self Assessment
	C10	Story Maps*		G11	Writing Sample
	C11	T-Charts*	H. Multicultural Resources	H1	Cultural Sharing
	C12	Timelines*		H2	Guest Speakers
	C13	Venn Diagrams*		H3	Use of Community Resources
	D1	Audio Books		H4	Varied Holiday Activities
	D2	Captioning			
	D3	Language Matter			
	D4	Music/Songs/Jazz Chants/Raps*			
	D5	Realia/Manipulatives*			
	D6	Videos/Films/CD ROM/DVD			

* Marzano's High Yield Strategy

The School Board of Broward County

Programs that focus on academic, language and cognitive development within a socio-culturally supportive environment have proven to make a significant difference in the academic achievement for ELLs. Programs that emphasize an active/experiential approach to learning, not a "transmission approach" and focus on teaching learning strategies, critical thinking skills and problem solving skills

using have proven to make a difference in the academic achievement for ELLs. Through rigorous professional development, our teachers are improving their lesson planning and instructional delivery. Through a concerted effort to implement best practices our school is systematically improving the instructional program delivered by its educators and increasing students' academic growth. The ILT supports, encourages, and expects teacher to shift from a teacher centered approach dominated by "Initiate-Respond-Evaluate" cycle to a student centered collaborative structural approach where teachers check for understanding while students are actively engaged in activities that demonstrate achievement. Teachers' lesson plans incorporate language development by including many opportunities for students to listen, speak, read and write in cooperative activities. Teachers create an environment where students are engaged in meaningful, comprehensive, and useful language activities. Teachers' lesson plans are aligned with the NGSSS and CCSS and focus on critical thinking as well as problem solving skills. Lesson plans must indicate what ESOL strategies are being implemented in the lesson using the corresponding matrix code for that specific strategy. Teachers actively include students in setting goals and monitoring their own learning through frequent conferences and data chats. Our teachers provide comprehensible instruction that incorporates hands-on activities, modeling, computer programs, listening centers, graphic organizers, visual aids, and many other techniques that enhance the learning process for our ELLs. All our ELLs have accessibility to dictionaries with their home-language and English available to them in their classrooms. Classrooms are equipped with audio and video materials to help students develop listening and reading comprehension as they build listening and writing skills. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. We consult the list of supplementary materials suggested by the county and provide our teachers with support materials through our adopted textbook series in reading/language arts (MacMillan Treasures) and mathematics (HMH Go Math).

The methodologies visible in all our classrooms especially those that service ELLs include the following:

- Language experiences approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Visual aids
- Brainstorming activities
- Simplification of text
- Predictable stories
- Questioning techniques
- Highlighting texts
- Student partnering

The ILT now monitors the implementation of ESOL strategies via **weekly** classroom walkthroughs (CWTs). Additionally, instructional coaches facilitate grade-level common planning time and provide support in identifying ESOL strategies and interventions that effectively differentiate whole- and small-group instruction, as well as individualized center activities.

Teachers are careful when grading ELL students by assessing what students know and can do rather than their ability to express this in English. A student's level of English proficiency and their past experiences in our country and school system may affect their ability to communicate content knowledge, therefore, teachers use a variety of alternative assessment techniques, such as mapping, webbing, illustration, diagrams, portfolios, projects and teacher observation when calculating and reporting a student's progress. Teachers inform parents of student progress explaining that grading reflects the academic achievement of the child based on a modified curriculum using ESOL instructional strategies.

ELL students receive the appropriate accommodations and modifications when taking standardized assessments. Subsequent to sending written notification to parents, ELL students are provided with a flexible schedule, additional time, assistance in their Heritage Language and the use of an approved dictionary. When these accommodations and modifications are used, they are documented on the required forms. Testing accommodations are given for the FCAT 2.0, Benchmark Assessment Tests (BAT), the Florida Assessments for Instruction in Reading (FAIR), and the SAT-10. Our Testing coordinator is in communication with the ESOL Coordinator and classroom teachers to make sure these accommodations match the accommodations the students receive on a regular basis during classroom instruction and are documented as “Instructional Strategies” in the teachers’ plan books.

The Coordinator monitors each ELL student throughout the school year. Interim reports, report cards, assessment data, focus tests, and classroom performance are consistently reviewed and overseen to ensure our ELL students are receiving the provisions needed to academically succeed as they learn and master the English language. In the spring, the ELL students in grades K-2 are reevaluated with the IDEA Oral Language Proficiency Test (IPT-I) and the Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking, Reading, and Writing subtest scores. Students in grades K-2 may exit the program if they score “Proficient” on each subtest of the CELLA. Students in grades 3-5 must score “Proficient” on each subtest of the CELLA and score a Level 3 on the FCAT 2.0 Reading subtest. The parents are invited to an ELL Committee meeting at which they are informed that their child is exiting the program and will be monitored for two years. Academic progress is documented at four specific times on the ELLSEP folder. At the end of a successful two-year monitoring period, the student’s ELL code is updated for the final exit. If the ELL students do not meet the exit criteria, the parents are invited to an ELL Committee meeting and are informed of their child’s updated language classification and the plan of action to be taken in the upcoming school year. In accordance to Rules 6A-6.0901, F.A.C. and 6A-6.0902, F.A.C., ELL students’ educational plans are updated annually to ensure that proper placement and services are provided to our ELLs. The annual update takes place at the beginning of the following year before the FTE Survey. It is the goal of Imagine Charter at North Lauderdale Elementary to make all our ELLs language proficient.

A previous challenge has been balancing the demands of ESOL documentation requirements with the instructional needs of Imagine Charter at North Lauderdale Elementary’s ELL students. Compliance shortfalls - spanning multiple school years - became evident when the school’s new administrative team began reviewing ELLSEP folders in 2011-12. Consequently, a full-time ESOL Designee was hired to work alongside the newly appointed ESOL Contact. The reconstituted administrative team requested district training for the ESOL Contact and ESOL Designee, both of whom were new to their respective positions. This was a proactive attempt to comply with 2011-12 ESOL requirements. ESOL staff attended a district training, but felt they needed more immediate support than the next “New ESOL Contact” training, scheduled for December 2011. They asked for additional on-site support, and an October 2011 ESOL On-Site Analysis was then scheduled and conducted by the District. Since the on-site analysis, the ESOL Designee, with the support of an Imagine Schools regional administrative assistant, has corrected gaps in ESOL documentation requirements, as advised by district ESOL support staff. The ESOL Designee will continue to work alongside the ESOL Contact to ensure that school works toward full compliance with ESOL requirements.

The ESOL training requirements for personnel identified as categories I, II, III and IV are presented below:

ESOL Certification and Endorsement Requirements

Category I	Category II	Category III	Category IV
Primary Language Arts/ English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators ² & Guidance Counselors

Requirements

ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹ or K-12 ESOL Coverage: Bachelors or Master's Degree in TESOL and Basic Subject Area Coverage or K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 in-service credit points.
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Timelines

Experienced Teacher	Experienced Teacher	Experienced Teacher	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003.
Beginning Teacher	Beginning Teacher	Beginning Teacher	Hires After September 5, 2003
Same as above for experienced teacher	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

ESOL Inservice or Coursework

ESOL Inservice or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

These requirements were taken from the SBBC Multicultural, ESOL and Program Services Department's ESOL Training Requirements. Imagine Charter at North Lauderdale Elementary teachers participate in the courses offered through the school district in-services courses. The school's teachers face the challenge of responding to an increasingly diverse student population. Teachers need unique instructional skills to teach language acquisition to students. Through college courses of study and/or through in-service education and staff development provided by the district, the principal expects teachers to be fully prepared to meet their students' needs. Imagine Charter at North Lauderdale Elementary is aggressively taking the steps necessary to improve education for ELL students. ELL processes include: assessing ELLs to determine their English language proficiency and content knowledge, emphasizing reading instruction for all students with a focus on extensive phonemic awareness, phonics and vocabulary building, providing professional development on language acquisition and literacy instruction for teachers and paraprofessionals who work with ELL students and encouraging parental involvement including an orientation to our school's system and programs.

Educational Program Implementation Documents Found in Educational Performance Appendices:

- J. Mini BAT Data
- K. Data Chat Subgroups & Instructional Grouping Analysis
- L. "Road to Success" Continuous Improvement Model (CIM) Calendar
- M. Teachers Observing Teachers
- N. Teachers Observing Teachers Observation Sheet
- O. Professional Development Calendar and Sample Documents
- P. Professional Learning Plan
- Q. SACS CASI Accreditation
- R. Title I Parental Involvement Plan
- S. Title I Parent Involvement Events
- T. Master Schedule
- U. Reading Scope and Sequence – Grades 3 – 5
- V. Lesson Planning Guide
- W. S.T.A.R. Targets and Measures
- X. S.T.A.R. Checklist
- Y. Extended Learning Opportunity (FCAT Boot Camp) Flyer
- Z. Tier 1, School-Wide Positive Behavior Support Plan
- AA. RtI Faculty Presentation
- BB. Instructional Leadership Team Agenda
- CC. ESOL Schedule
- DD. ESOL Expectations – Classroom Walkthrough Monitoring Tool
- EE. ESOL Professional Development – Supporting the Needs of English Language Learners

FF. Imagine Curriculum Guide
GG. Advanced Reading Challenge

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FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)9, 1002.33(7)(a)10, 1002.33(7)(a)11, 1002.33(9)(g), and 1002.33(9)(h), Florida Statutes

Financial Management:

- A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations
- B. Adherence to Generally Accepted Accounting Principles
- C. Financial Reporting Requirements

In the narrative:

- A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.**

Imagine Elementary at North Lauderdale Charter exercises sound business practices and implements an effective system of internal controls over revenues, expenses, and fixed assets. Using multiple layers of review and monitoring, beginning at the school site through the business manager and principal, at the region level through the regional director and regional finance director, and at the national level through the Office of the Chief Accountant, school stakeholders maintain a strict and thorough system of financial controls to safeguard the school's finances.

Imagine Elementary at North Lauderdale Charter's stakeholders adhere to fiscal management procedures outlined in the *Imagine Schools' Financial Policies and Controls Manual*. Procedures and internal controls are closely aligned with those of the School Board of Broward County and school accounting best practices, providing for collections, disbursement, receipting, depositing, and monthly account reconciliation. The school ensures stewardship of its resources through segregation of duties in cash handling, approving and entering invoices, establishing vendors, signing checks, and bank reconciliation. Resources such as three-part receipt books, purchase orders, packing slips, internal reports, approval signatures, reconciliations, and inventory software maximize the effectiveness of internal controls. Fixed assets are accounted for as outlined in *Financial and Program Cost Accounting Reporting for Florida's Schools* and physical assets are properly tagged. Detailed inventory records of property valued over \$1,000 are maintained and include each asset's date and description of purchase, serial number, funding source, location, and cost of asset are maintained and uploaded to the sponsor.

- B. Explain how the charter school adheres to general-accepted accounting principles.**

Imagine Elementary at North Lauderdale Charter, as per its contract with the Sponsor, complies with Florida Statutes and maintains all fixed assets and tangible personal property in accordance with *Financial and Program Cost Accounting and Reporting for Florida Schools* requirements. The school uses a sophisticated software accounting system, MAS 500, designed to incorporate the "Red Book" accounts and provide detailed information to comply with the School Board of Broward County's fiscal policies.

Imagine Elementary at North Lauderdale Charter is audited by an independent audit firm annually. The school's auditors issued "Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Standards Performed in Accordance with Government Accounting Standards" and "Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guide" and no substantial audit findings or recommendations for fiscal year end 2013 through present were made. Additionally, no material weaknesses in internal controls were identified.

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

The school provides annual financial reports and program cost report information in state-required formats for inclusion in District reporting, in compliance with F.S.237.34 and 6A-1.0071, FAC. These statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP) using governmental accounting. The Governing Board reviews the budget quarterly, approving the preliminary and official operating budget, along with any amendments, to ensure fiscal accountability and economic sustainability. This process is documented within Governing Board meeting minutes.

In addition to sending all financial reports, per its contract, to the School Board of Broward County, Imagine Elementary at North Lauderdale Charter submits monthly budget-to-actual and balance sheets to Imagine Schools' Office of the Chief Accountant. The campus is internally audited throughout the year by Imagine Schools' accountants and once a year by an independent auditing firm. The school's independent auditor prepares the final audits and ensures proper delivery to the District by September 30th of each year and forwards a copy to the State of Florida Auditor General.

The school provides the Sponsor monthly finance statements including un-audited balance sheets and statements of revenue, expenditures and fund balances, and budget to actual reports. The school also provides required Title I and 21st Century expenditure documentation to the Sponsor, on a monthly basis.

Sources of evidence for this section should include attachments of the following:

- **Fixed Assets Report Reconciled with General Ledger**
- **Financial Corrective Action Plan, If Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable**
- **Fixed Assets Report for Bond Items, If Applicable – On File**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**
- **Cost Report – On File**

Evaluation Criteria: Financial Management

This section should provide the reviewer with a clear description of how the charter school's finances have been and will continue to be managed. All plans presented should be reasonable

and appropriate.

Imagine Elementary at North Lauderdale Charter School/5171
FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)10 and 1002.33(7)(a)11, Florida Statutes

Financial Viability:

- A. Budgeting
- B. Financial Obligations
- C. Long-Term Financial Planning

In the narrative:

- A. Explain how the charter school maintains a balanced budget and a positive cash flow.**

Imagine Elementary at North Lauderdale Charter operates under the guidelines and principals of Imagine Schools' founders, Dennis and Eileen Bakke. The school's performance within the company is measured by Six Measures of Excellence, one being "Economic Sustainability", which is the school's ability to maintain a balanced budget and positive cash flow in order to educate children over the long term.

Imagine Elementary at North Lauderdale Charter and Imagine Schools' commitment to economic sustainability has been proven by ensuring there were no budget deficits or cash flow shortages during the term of the charter. Additionally, the projected five year budget demonstrates the school will continue to operate with a surplus. If necessary, Imagine Schools, in partnership with the Governing Board, pledges to supply working capital to maintain school operations. Imagine Schools Non-Profit, Inc. (ISNP) is a 501(c) (3) non-profit organization which broadens the school's opportunities to fulfill its mission as a charitable educational organization and strengthens the school's ability to help each student reach his or her full potential and discover the pathways to life-long success.

Throughout the charter contract, Imagine Elementary at North Lauderdale Charter maintained a positive cash flow, while paying start-up debt and operating expenses. In the event there are insufficient funds in the Charter School Operating Account to pay operating expenses, Imagine Schools will deposit an operating advance into the Charter School Operating Account for the payment of budgeted and unpaid operating expenses. When necessary, prior to receiving an operating advance, Imagine Elementary at North Lauderdale Charter will obtain approval for the advance and the repayment terms from the Governing Board. Operating advances are only subject to repayment from revenues and other funds available during the fiscal year in which such operating advances are made and are not deemed a long-term indebtedness of the school.

- B. Verify that the charter school's financial obligations are in good standing.**

Imagine Elementary at North Lauderdale Charter has a local Governing Board that oversees the policies and procedures and financial oversight of the school. The school is annually audited by an independent audit firm. The external auditors have reported no substantial audit findings or recommendations throughout the charter contract period. Likewise, the school has not met any of the conditions described in Section 218.503(1), Florida Statutes Financial Emergency. The school has maintained proper internal controls, cash management, and fiscal responsibility during the term of the charter. All of the school's financial obligations are in good standing.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

Throughout the current charter contract period, Imagine Elementary at North Lauderdale Charter has enhanced its financial performance by nearly doubling its enrollment, as shown below:

Imagine North Lauderdale Enrollment, October FTE		
<u>Year</u>	<u>UFTE</u>	<u>WFTE</u>
2012-2013	342	375.11
2013-2014	454.82	501.15
2014-2015	542.65	598.86
2015-2016	657.34	723.16
2016-2017	616.07	675.86
2017-2018	631.35	691.92

Imagine Elementary at North Lauderdale Charter received approximately \$550,000 of federal School Improvement Grant (SIG) funds per year in 2011-2012, 2012-2013, and 2013-2014. By making contributions to Imagine North Lauderdale when necessary, Imagine Schools has proven its commitment to sustaining initiatives that were previously SIG-funded, such as teacher recruitment and retention pay, extended learning opportunities, technology-rich classrooms, and research-based intervention programs. In 2014-2015, in order to supplement extended learning opportunity funds that were once partially covered by the SIG, the school's leadership team wrote and was awarded a 21st Century Community Learning Center (CCLC) grant, which has provided up to \$250,000 per year of afterschool, Saturday, and summer learning opportunity funding. Although the 21st CCLC grant award will expire in July 2019, the leadership team is committed to reapplying. The campus' compliance with fiscal and accountability requirements has been stellar and achievement data proves the grant has positively impacted student academic growth; therefore, the leadership team is confident the campus will again submit a competitive application packet. Regardless of the campus' ability to secure a second 21st CCLC grant, however, Imagine Schools has demonstrated the willingness and capability needed to sustain the extended learning opportunity program. Since the grant's inception, the award has decreased by 5% and Imagine Schools has made in-kind contributions as noted below to ensure Imagine Elementary at North Lauderdale Charter's students have access to robust extended learning opportunities.

Estimated Value (\$) of Imagine Schools' 21st CCLC In-Kind Contributions, 2016-2017
\$54,690
<u>Type of Service Provided</u>
<ul style="list-style-type: none"> Hourly pay for additional staff members (teachers, instructional aides) who supported the 21st CCLC program: approximately \$35,700 Additional bussing needed for 21st CCLC program: \$9,990 Custodial staff to clean the building after the 21st CCLC program operates afterschool, on Saturdays, and during the summer: \$9,000 (\$900/month during program operation)

Although Imagine Schools makes contributions necessary to sustain previously awarded SIG and 21st CCLC grant funds, the school has enhanced its financial performance by growing enrollment, thereby decreasing annual contributions from Imagine Schools by over 50% throughout the course of the charter agreement.

Imagine Elementary at North Lauderdale Charter will further strengthen its financial performance for the upcoming term of the charter agreement by maintaining enrollment and adhering to budgeted expenditures, as approved by the Governing Board. The Projected Five Year Budget for 2018-2023 is a conservative projection of federal revenues while expenditures are based on historical trends and account for inflation. Imagine Schools pledges to supply the working capital needed to maintain the school operations and the initiatives required to appropriately serve the campus' economically disadvantaged community of learners, and sustain grant funding, when necessary.

Sources of evidence for this section should include attachments of the following:

- **Projected Five (5) Year Budget for 2018-2023**
- **Revenue Estimate Worksheet for 2017-2018**
- **Financial Corrective Action Plan, If Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**

Evaluation Criteria: Financial Viability

This section should provide the reviewer with the details of the charter school's plan to improve/maintain its financial performance for the upcoming term of the charter agreement.

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Imagine Elementary at North Lauderdale Charter School/5171
ORGANIZATIONAL PERFORMANCE

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: Sections 1002.33(7)(a)7, 1002.33(7)(a)8, 1002.33(7)(a)11, 1002.33(9)(e), 1002.33(10), 1002.33(16)(a)4, 1002.33(16)(a)5, and 1006.147, Florida Statutes

Student Enrollment and Conduct:

- A. Student Enrollment Trends
- B. Racial/Ethnic Composition of the Student Body
- C. Enrollment Procedures
- D. School Environment

In the narrative:

- A. Explain if the charter school's actual enrollment has been consistent with its projections. If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Imagine Elementary at North Lauderdale's School Development Committee sets annual enrollment goals based on the physical building capacity, economic sustainability needs, and overall instructional program priorities. During the application period of the current charter contract, the October 2012 full-time equivalent (FTE) count was 342, down 56 students from the February 2011 FTE count of 398. Elementary enrollment decreased because of the closure of Imagine Charter at North Lauderdale Middle School and due to the uncertainty of the elementary school's 2012-13 status.

When completing the renewal application for the campus' current contract, Imagine Elementary at North Lauderdale's School Development Committee committed to increasing enrollment by ten percent each year. The principal and additional staff members attended community events in order to inform parents about Imagine Elementary at North Lauderdale Charter's academic growth and positive character development initiatives and staff members were held responsible for boosting student achievement and parental satisfaction.

Since the inception of the 2013 – 2018 contract, Imagine North Lauderdale's enrollment has increased by eighty-four percent, as shown below and documented with Charter School Revenue and TERMS Demographics reports within the Organizational Performance Appendix.

Imagine North Lauderdale Enrollment, October FTE		
<u>Year</u>	<u>UFTE</u>	<u>WFTE</u>
2012-2013	342	375.11
2013-2014	454.82	501.15
2014-2015	542.65	598.86
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2016-2017	616.07	675.86
2017-2018	631.35	691.92

Imagine Elementary at North Lauderdale Charter School/5171 Enrollment increases from 2012 to 2016 exceed the ten percent per year growth goal. Enrollment dipped in 2016-2017 due to an increase in schools that serve kindergarten through eighth graders within the community – parents of graduating fifth graders are likely to withdraw younger siblings when they have the opportunity to enroll the sibling group within one school. In 2017-2018, enrollment grew and currently exceeds the 622 budgeted enrollment. Increases are due primarily to “word-of-mouth” referrals, facilitated by parents and other stakeholders who are satisfied with the campus’ academic achievement and free extended learning opportunities.

B. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

Imagine Elementary at North Lauderdale Charter commits to the Florida Educational Equity Act, Section 1000.05 (2)(a) and Florida Statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity, or disability.

As a school of choice without residential address boundaries, Imagine Elementary at North Lauderdale receives children from the following neighborhoods: North Lauderdale (48%), Fort Lauderdale (14%), Margate (9%), Lauderhill (8%), Lauderdale Lakes (8%), Tamarac (5%), Pompano Beach (4%) and other Broward communities (4%). Imagine North Lauderdale Charter is committed to serving a student body with a racial/ethnic composition representative of the community, as measured by neighborhood public schools. This is accomplished by disseminating information about the school in multiple languages through multiple channels, attending community events to inform stakeholders of the school’s mission-specific programs, and encouraging families of currently enrolled students to refer family members and neighbors. The campus’ public information campaign provides widespread notification throughout all segments of the community and ensures a representative racial/ethnic balance is achieved.

As shown in the table below, the demographic composition of Imagine Elementary at North Lauderdale Charter is comparable to neighboring elementary schools:

<u>North Lauderdale Community Schools</u>	<u>% Black</u>	<u>% Hispanic</u>	<u>% White</u>	<u>% Asian</u>	<u>% Mixed</u>	<u>% Other</u>
Imagine Charter at N. Lauderdale	70%	25%	2%	1%	2%	0%
North Lauderdale	80%	14%	2%	1%	2%	1%
Broadview	46%	41%	8%	2%	1%	2%
Morrow	75%	18%	4%	1%	2%	0%
Pinewood	71%	21%	4%	1%	2%	1%
Somerset Prep, North Lauderdale	73%	18%	4%	2%	3%	0%
North Broward Academy	76%	13%	5%	1%	3%	2%

C. Describe the charter school’s current enrollment procedures as defined in the charter school’s contract and in compliance with applicable law.

Pursuant to s. 1002.31, F.S., Imagine Elementary at North Lauderdale Charter has a controlled open enrollment plan, which allows any parent within Florida to enroll and their child in the event Imagine North Lauderdale has not reached capacity. In situations of high demand, where the number of applications may exceed the number of spots available in the school, the school will select students through a lottery. In accordance with the school’s contract with the Sponsor, and pursuant to s. 1002.33(10)(d), F.S. the school gives preferential treatment to siblings of a

student already enrolled at the school, students who are the child(ren) of a school employee, dependent children of active duty military personnel whose move resulted from military orders, children who have been relocated due to foster care placement, children who move due to a court-ordered change in custody, and students residing in the district, and students who are the child(ren) of a governing board member of the school.

During the second semester, the school sends home a re-enrollment form asking each parent to indicate if their student will return to Imagine Elementary at North Lauderdale Charter the following school year. Additionally, the school asks if each attending student has any siblings that intend on enrolling next school year. Once the forms are returned, the school calculates the number of students returning for each grade level and the number of new enrolling siblings. After this information is aggregated, the school looks to see how many openings, if any, it will have. To determine the number of openings per grade, administrative team members take the number of spots available – which is the number of teachers multiplied by the number of students allowed per the statutory requirements, as set forth in s. 1003.03, F.S. and school level average class size average, pursuant to s. 1002.33(16)(b)(3), F.S. - and subtract the number of returning students and additional siblings. This difference is the number of spots open for the upcoming school year. The school then notifies the public it is accepting new enrollment for the upcoming year and sets a preliminary date for the random selection process (the lottery). If there are more applications than seats available, the lottery process is used to determine who is enrolled. All students who are not selected in the lottery are placed on a waiting list.

Because Imagine North Lauderdale's enrollment has not yet reached the building's capacity, all students who have enrolled throughout the 2013-2018 contract period have been accepted, unless they have an Individualized Educational Plan (IEP) that prevents placement on campus.

D. Describe the charter school's plan to ensure a safe and secure environment.

In order to ensure a safe and secure environment, Imagine Elementary at North Lauderdale Charter implements the Broward County Code of Conduct and Discipline Matrix, reserving the right to go beyond their scope as the need arises. The school maintains a zero-tolerance level policy for bullying, drugs, alcohol and weapons.

In August of 2011, the school implemented a school-wide Positive Behavior Support (PBS) system in order to encourage and reward academic and social responsibility. In an effort to proactively address behavioral needs and areas of concern, the Positive Character Development Committee collaborates to refine the PBS system each year. Students are rewarded with set amounts of Class Dojo points for being academically-focused, self-sufficient, role-model citizens. All students have opportunities to earn Dojo points throughout the day, within their homerooms, specials classes, and the cafeteria. Students then spend their earnings at monthly Positive Character Development celebrations, made possible by donations from various community partners. The school-wide, positive-reinforcement, PBS system has had a dramatic impact on student behavior. Students have responded well to positive reinforcements and time on task has greatly increased throughout the years. Required Tier I behavioral interventions are closely monitored by administration in order to ensure they are implemented with fidelity so instructional momentum is maximized.

Students receive Tier II and Tier III behavioral accommodations and modifications, such as individualized behavior plans and social goal reminders, when applicable.

Imagine Elementary at North Lauderdale Charter School/5171

As a proactive measure aimed at targeting the root cause and counseling to prevent reoccurrence, students who are referred out of the classroom due to a behavioral incidents are often referred to the school social worker, a sub-contracted Licensed Clinical Social Worker, or for a consultation with law enforcement session with the campus deputy. The school has maintained a weekly detail through the Broward Sherriff's Office throughout the course of the charter contract in an effort to maximize students' access to a safe and secure campus.

In order to decrease the frequency of punitive consequences and increase proactive measures that lead to intrinsic motivation and positive character development, Imagine North Lauderdale began implementing school-wide restorative practices in August 2017. Restorative Justice is Imagine North Lauderdale's philosophy that positive relationships, equitable dialogue, shared decision-making, and conflict resolution are key to the strengthening school community and developing students' social responsibility. Imagine North Lauderdale's stakeholders now strive to be proactive and focus on restoring relationships, rather than being reactive and relying solely on punitive measures. The parties involved learn and practice the social, emotional, character, and academic skills to foster success in future endeavors.

Imagine North Lauderdale scholars now use Restorative Justice practices to:

- ⚙ Build and maintain positive relationships for future success
- ⚙ Practice social responsibility and respectfully collaborate with all community members
- ⚙ Communicate professionally

Imagine Charter at North Lauderdale Elementary follows the Broward County School registration and dismissal procedures. Students are dismissed only to those who show identification and are authorized on the Emergency Card.

The facility is secure, with one controlled point-of-entry. Authorized staff members use key cards to gain entrance to the building. All common areas, including the parking lot, are monitored using video cameras.

Sources of evidence for this section should include attachments of the following:

- **Student Enrollment Reports**
- **Discipline Reporting (Each Category, Prior 5 Years)**
- **Copy of Registration Forms in Parent's Primary Language (English plus top 3) – On File**

Evaluation Criteria: Student Enrollment and Conduct

This section should provide the reviewer with detailed information about the student population and how it corresponds to what the initial projections were. The charter school should elaborate on the methods that will be taken to meet or improve this area of focus for the upcoming term of the charter agreement.

Imagine Elementary at North Lauderdale Charter School/5171
ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)11, 1002.33(7)(a)13, 1002.33(9)(e), 1002.33(16)(a)5, 1002.33(18)(a), and 1002.33(18)(b). Florida Statutes

Facilities:

- A. Facilities Compliance
- B. Health and Safety

In the narrative:

A. Explain how the charter school's facilities comply with applicable laws and codes.

The school is in full compliance with all fire safety codes, regulations, and proper accessibility to emergency exits. Evacuation plans and Comprehensive Emergency Plans are posted within each classroom, office, and in common areas.

Pursuant to s. 1002.33(18)(b), F.S., the school's facility is in compliance with the Fire Prevention Code (s. 633.025, F.S.). Evacuation drills are conducted for students and school staff on a monthly basis.

The facility is accessible to individuals with disabilities in full compliance with:

- the Americans with Disabilities Act of 1991 (ADA)
- Section 504 of Rehabilitative Act of 1973
- Other applicable federal, state, and local laws

The school posts its Certificate of Occupancy Group "E" Educational Occupancy, an annual Fire Inspection Certificate, and an annual Health and Sanitation certificate.

Enrollment does not exceed the number of occupants allowed per the Certificate of Occupancy.

The facility complies with the Florida Building Code, pursuant to s. 1013.37.

The school fully complies with the provisions of Title 29, CFR and Part 1903.2(a)(1) and places all the requisite Occupational Safety and Health Administration (OSHA) posters and related information in conspicuous areas.

The campus is free from religious and partisan symbols, statues, and artifacts.

Imagine Elementary at North Lauderdale Charter has passed all Health, Fire, and Safety inspections. Inspection reports are on file.

B. Explain how the charter school complies with applicable health and safety laws.

Imagine Elementary at North Lauderdale Charter complies with all applicable state and/or federal laws relating to the health, safety, and welfare of students.

The School Assistants for Emergencies (S.A.F.E.) Team is responsible for the assembly and implementation of the Imagine Elementary at North Lauderdale Charter Emergency and Evacuation Plan. Evacuation plans and Comprehensive Emergency Plans are posted within each classroom, office, and in common areas. Pursuant to s. 1002.33(18)(b), F.S., the school's facility

Imagine Elementary at North Lauderdale Charter School/5171 is in compliance with the Fire Prevention Code (s. 633.025, F.S.). Evacuation drills are conducted for students and school staff on a monthly basis.

The school complies with the provisions of Florida Statute s. 1002.33 and ensures students have completed entry health examinations and immunizations requirements prior to attending.

Imagine North Lauderdale adheres to the Federal Gun Free Schools Act of 1994.

Imagine Elementary at North Lauderdale uses Imagine Schools' operations manual as a guide in addressing emergency issues. The manual covers over thirty (30) policies and procedures, including severe weather, fire, violent student behavior, dangerous intruder, death at school, contagious outbreak, lockdown procedure and many others. This manual includes not only the procedure for how to address the current situation, but suggestions for parental and/or community follow-up in light of the incident.

Below is an example of some of the identified school-level risks and their associated methods of mitigation.

- Property Casualty: Insurance, maintenance supervisor and program; teacher supervision
- General Liability: Administrator and teacher in-services; student supervision; insurance
- Employer Practices Liability (including Teacher-Student Interaction): Administrator and teacher in-services and retraining; insurance
- Employee Theft: Background checks and fingerprinting of all staff who handle cash
- Financial Reporting Misstatement: Monthly internal budget vs. actual reviews; formal quarterly Imagine Schools Management team meetings; annual external audit
- Attendance and Student Files Statistical Data: Random review and audit of student files; daily review of attendance reports; spot checking of class counts

Imagine Elementary at North Lauderdale Charter currently banks with SunTrust and retains BB&T Insurance Services as the school's insurance broker. Adequate insurance is provided to mitigate the consequences of identified risks. Risks include those arising in the construction and development stage through to the pending and operation of the school. The members of the Imagine Schools management team are trained in Employer Practices to mitigate those liabilities that may arise from inappropriate behavior. Imagine Schools has an Employee Handbook that outlines the organization's policies and procedures. Prior to employment, all employees must sign an affidavit that states that they have read and understood these policies and procedures. Imagine Schools management team continually monitors the operations and retains the school's administrative staff and faculty on a regular basis.

The school has secured insurance in order to comply with requirements specified by the School Board of Broward County (SBBC) or applicable state statutes. These include:

- Errors and Omissions Insurance
- Officers and Directors of Liability Insurance
- Crime Insurance
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property

Sources of evidence for this section should include attachments of the following:

- **Comprehensive Safety/Emergency/Evacuation Plans – On File**
- **Valid Certificates of Occupancy – On File**
- **Health, Safety and Fire Reports by District and/or Municipality – On File**
- **Fire and Health Inspections (District and/or Local) – On File**
- **Fire Drill Reports (10) and Tornado Drills (2) – On File**

Evaluation Criteria: Facilities

This section should provide the reviewer with a clear and concise plan for the charter school to maintain/improve its facilities for the upcoming term of the charter agreement.

Imagine Elementary at North Lauderdale Charter School/5171
ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)14, 1002.33(7)(a)15, 1002.33(12)(f), 1002.33(12)(g), 1002.33(16)(b), 1012.55(1), 1012.39(1)(a), 1012.39(1)(b), and 1012.39(1)(c), Florida Statutes
State Board Rules: Rules 6A-1.0502(10), 6A-1.0502(11), 6A-1.0503(1), 6A-1.0503(2), 6A-1.0503(3), and 6A-1.0503(4), Florida Administrative Code

Governance, Staff and Parents:

- A. Governance Structure
- B. Compliance with Sunshine Laws
- C. Instructional Staff
- D. Parental Involvement

In the narrative:

- A. Explain how the charter school implements the governance structure as defined in the school's contract.**

The Charter School Governing Board consists of the members of the Learning Excellence Foundation (LEF) of East Broward County, Inc. Their resumes and legal identification are located in the Appendices.

Members of LEF of East Broward County, Inc.:

Joyce Ferguson	Chairperson
Evelyn Graves	Vice Chairperson
Linda Arnold	Secretary and Treasurer
Patricia Hackett	Board Member
Julie Khlar	Legal Counsel, Goren, Cherof, Doody, & Ezrol, P.A.

Non-voting member of the Governing Board:

Erin Kelly	Principal, Imagine Elementary at North Lauderdale Charter
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Members of the Regional Operating Support Team from Imagine Schools:

Rod Sasse	Executive Vice President, Imagine Schools Gulf/Atlantic Coast Group
Jacquelyn Vernon	Regional Director, Imagine Schools South Florida Region
Melissa Devlin	Group Academic Director, Imagine Schools Gulf/Atlantic Coast Group
Elsa Forthmuller	Regional Finance Director, Imagine Schools South Florida Region
Victor Guzman	Regional Technology Specialist, Imagine Schools South Florida Region
Alex Fernandez	National Coordinator for Accountability and Assessment, Imagine Schools

School Governance:

The Learning Excellence Foundation (LEF) of East Broward County, Inc., a Florida non-profit corporation, serves as the governing body (“the Governing Board”) of Imagine Elementary at North Lauderdale Charter. LEF of East Broward County, Inc. is composed of individuals who have an interest in expanding choice and opportunity and furthering the charter school education movement.

The Governing Board is currently composed of four community stakeholders. All board members are elected to two-year, overlapping terms to allow for continuity. Parents and interested community stakeholders nominate prospective board members. Then, the school's leadership team and the Regional Operating Support Team receive and review the interested members' resumes. Collectively, they select candidates from the resumes received to go before the Governing Board. The Governing Board members vote to approve

Pursuant to s. 1002.33(9), F.S., the Governing Board serves as the policymaking and oversight body. This Board conducts regularly scheduled public meetings on the school's campus. The responsibilities of the Board include, but are not limited to: setting policy for the school, overseeing and approving the school's budget, hiring and evaluating the educational service provider (ESP), setting the academic and performance goals of the school, determining the school's mission and purpose, ensuring effective organizational planning, supporting the principal, managing resources effectively, determining and monitoring the school's programs and services, and enhancing the school's public image. The Governing Board serves as the sole responsible fiscal agent for setting the policies guiding the financing and operations of the school.

Pursuant to s. 1002.33(12)(i), F.S., the school operates as a private employer and does not participate in the Florida Retirement System (FRS).

The Governing Board resolves conflict with the Sponsor as quickly and amicably as possible. The school realizes, however, that not every hypothetical issue can be addressed so expeditiously and, therefore, the School has outlined the following method for resolving conflicts:

If a conflict arises out of terms of the contract or charter, or the breach thereof, the issue is submitted to the designated school district staff member. If such discussions do not result in successful resolution of the conflict, then the District Designee renders a decision or an appeal is sent to the Superintendent of Schools. If the conflict is not resolved to both parties' satisfaction at this level, the rendered decision is appealed to the School Board of Broward County.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The school strictly complies with all freedom of information statutory requirements ("Government in the Sunshine Law") relating to public records and public meetings. All of the school's governing business is conducted under the Sunshine, within complete adherence to the three requirements set forth in s. 286.011, F.S.:

1. Meetings are open to the public
2. Reasonable notice of such meetings is given
3. Minutes of the meetings are taken and promptly recorded

In reference to public meetings, all Board meetings are held under strict compliance with the "Sunshine Laws" and are open to any parent, student, or community member who wishes to attend. The school posts flyers and sends out Parent Link phone blasts to advertise upcoming Governing Board meetings. Additionally, a banner is hung on the front gate to remind the parents of an upcoming meeting. The public is notified prior to the Board meeting. Pursuant to s. 1002.33, F.S., Board meetings are held on the campus of the school and are visible to the public.

In regard to public records and in addition to the “Sunshine Laws,” the school strictly complies with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). The school has designated an official custodian of student records who is responsible for ensuring the confidentiality of all student and employee records. Employees comply with direct instructions regarding the procedures for handling and managing confidential material and the custodian maintains a listing of employees with access to the records, as well as a logbook of each individual who has had access to the records. Student records are available for audit at any time during the year to ensure that funds are properly allocated. The school requires a request in writing at least one week in advance of the audit to ensure that the custodian and the principal are available to assist with the files. The school also requires auditors to provide proper identification and sign the logbook.

In order for a Board meeting to take place a quorum of one more than half of the current Board members shall be present.

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**

The school goal is to fill 100% of positions with instructional staff members who meet state and federal qualifications and teach within the subject area for which they are eligible. Elementary teachers of core academic subjects must satisfy the four (4) following requirements:

- Hold a bachelor’s degree or higher from an accredited or approved institution; AND
- Hold a valid three-year Temporary OR five-year Professional teaching certificate; AND
- Comply with the requirements and timelines, as noted on the Statement of Eligibility
- Demonstrate subject matter competency for each core academic subject to which the teacher is assigned via a passing score on the Florida subject area examination appropriate and/or in-field certification for the grade

In the event that the principal is unable to fill open an open position with a candidate who meets the above criteria, an interim substitute teacher is hired. The open position is continuously advertised and the principal actively interviews in order to replace interim substitutes with appropriately certified instructional staff members.

Parents are notified when their child’s teacher is an interim substitute and/or when their child’s teacher has an Out-of-Field agreement.

- **Explain the system that the charter school uses for teacher and administrator evaluations.**

Imagine Elementary at North Lauderdale’s instructional staff members are evaluated in accordance with the board and district approved Imagine Growth and Development Evaluation System (IGrADES). Instructional practice data is gathered using Marzano protocols.

The Florida Consortium Model evaluation system is used for administrator evaluations.

- **Provide the approved and adopted pay for performance plan and salary schedule.**

The school’s Governing Board approved and adopted a pay for performance plan and salary schedule. These documents are updated annually and are on file within Charter Tools.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

The Parent Choice Committee, Parent Liaison, and the principal collaboratively facilitate parental involvement initiatives including: monthly Title I and 21st Century Family Learning Nights, “Kids of Character” and Honor Roll awards ceremonies, student performances, community-based events (parades, festivals), focus groups, and quarterly service learning activities.

Because of Imagine Schools’ fundamental belief that parents act as institutions of systems of accountability, all Imagine Schools – including Imagine Elementary at North Lauderdale Charter – strive for the highest level of parent satisfaction. Every spring semester Imagine Schools’ parents complete a “Family Survey” aimed at gauging the level of parental satisfaction of the school. The school’s Spring 2017 survey results were encouraging. The following percentages of parents responded “Always” or “Often” to the following questions:

- 97.2% on “Teachers and staff in this school have high academic and character expectations for my children.”
- 96.7% on “As an active partner in my children’s education, I read all school communications send home.”
- 96.7% on “This school provides a welcoming environment for all students and their families.”
- 96.6% on “Teachers provide my children with specific feedback that helps them understand how to improve.”
- 96.3% on “Teachers communicate with me about my children’s academic and character progress, including accomplishments.”
- 96.1% on “At this school, my children are learning the social, emotional, and character skills that will help them succeed.”
- 95.5% on “The school clearly communicates school-wide behavior expectations to me and my children.”

Because parents are such an integral part of the school and the work and values taught and shared during the school day should be extended into the home, every effort is made to make parents partners in their children’s education.

The school consistently communicates with parents and guardians with daily Class Dojo messages and written notices in student agendas, regular phone calls and emails, and weekly Parent Link phone blasts. Parents and guardians are made aware of students’ educational, material, physical, and emotional needs. The school facilitates monthly “Title I Family Learning Nights” so parents learn how to work with their children at home. Parents are encouraged to communicate with, and attempt to solve all problems with, classroom teachers as classroom teachers understand students than other staff members. If lingering issues between parents and classroom teachers remain, parents are encouraged to consult with the principal and a law enforcement officer, when necessary. If the issue cannot be resolved at the school-based administrative level, parents are referred to the Imagine Schools South Florida Regional Office. After this level, if the issue is still not resolved, parents are able to address the Governing Board.

Parents are encouraged to volunteer when possible. This open invitation to participate in school affairs is actively communicated and widely distributed through:

- Weekly Wednesday Folder flyers

- Open House
- Parent/teacher conferences
- Title I Family Learning Night events
- School website and social media pages

The 2012-2013 School Improvement Plan (SIP) lists the Parent Involvement Goal: “By June 2013, the school will increase its parental involvement by 10% so that at least 30 parents attend each monthly “Title I or 21st Century Family Learning Night” event. The SIP acknowledges potential barriers to parental involvement including job obligations, lack of transportation, or intimidation. Parent Involvement statistics, which are included in the Appendix, demonstrate that 73% of monthly activities drew more than 30 parent participants. The 2017-2018 SIP Parental Involvement Goal is, “By the end of the 2017-2018 school year, 88% of students will re-enroll, as measured by completed enrollment forms.”

In addition to establishing parental involvement SIP goals, the school develops an annual Title I Parental Involvement Plan (PIP). Parental involvement initiatives and events are planned and facilitated and parent participation is recorded and reported. Parents take advantage of multiple opportunities to give input into SIP and PIP initiatives, which has helped Parent Choice Committee members develop events and activities that interest parents and meet their needs, leading to increased parent satisfaction.

In order to increase parental involvement and satisfaction, Imagine Charter at North Lauderdale Elementary has a Parent Liaison who facilitates communication between parents and the administrative team. The Parent Liaison shares parent feedback, insight, and concerns during monthly Parent Satisfaction Committee meetings and with the principal continuously. Additionally, the liaison conveys information regarding upcoming events, meetings, academics, and assessments to the parent community at Imagine Elementary at North Lauderdale Charter.

Parent involvement opportunities include but are not limited to:

- Governing Board Meetings
- Title I and/or 21st Century Family Learning Nights
- Community-based Events
- Quarterly Report Card Conference Nights
- Classroom and Grade Level Needs

Sources of evidence for this section should include attachments of the following:

- **Staffing Reports**
- **Certification Self-Audits**
- **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.**
- **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- **Sample of School Newsletters Requesting Parental Involvement**
- **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan – On File**
- **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan – On File**
- **Governing Board Meeting Agendas and Minutes – On File**

- **Certificates of Governing Board Training Current Governing Board Members – On File**
- **Employee Handbook – On File**
- **Student Contract – On File**
- **Parent Contract – On File**
- **Parent Handbook – On File**

Evaluation Criteria: Governance, Staff and Parental Involvement

This section should provide the reviewer with adequate information in regards to the governance of the school and that the governing board is acting in accordance with Sunshine Laws. All instructional staff at the charter school should meet the state and federal qualifications and be evaluated and paid according to approved evaluation systems and salary schedules. Parental involvement should be actively involved in a manner that aligns with the charter school's mission and educational program.

Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

<u>Educational Performance Attachments</u>	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and
Notes: 1. All units are units (not repeated) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, the denominator is the number of students tested.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title I Status	Alternative School Status	Region	Subgroup	Preliminary School Grade	Percent Tested Reading	Reading % Scoring Satisfactory	Reading % Scoring Satisfactory	Reading % Scoring Satisfactory	Reading % Scoring Satisfactory	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory	Math % Scoring Satisfactory	Math % Scoring Satisfactory	Math % Scoring Satisfactory	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE	01	YES	YES	N	5	ALL STUDENTS	B	99	26	28	29	32	N	45	N	N	Y	N	N	99	25	43	37	48	N	44	Y	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						AMERICAN INDIAN							NA	NA	NA	NA	NA	NA							NA	NA	NA	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						ASIAN							NA	NA	NA	NA	NA	NA							NA	NA	NA	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						BLACK/AFRICAN AMERICAN		99	26	30	29	31	N	45	N	N	Y	N	N	99	24	44	36	47	N	43	Y	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						HISPANIC		100	26	23	40	25	N	45	N	N	Y	N	N	100	37	45	45	50	N	53	N	Y	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						WHITE							NA	NA	NA	NA	NA	NA							NA	NA	NA	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						ENGLISH LANGUAGE LEARNERS		100	7	23	21	30	N	30	Y	NA	NA	NA	NA	100	14	50	36	55	N	36	Y	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						STUDENTS WITH DISABILITIES		100	***	15	15	13	N	25	N	N	Y	Y	Y	100	8	15	38	39	N	31	Y	NA	NA	NA	NA
06	BROWARD	5171	IMAGINE CHARTER/N LAUDERDALE						ECONOMICALLY DISADVANTAGED		99	24	27	29	31	N	43	N	N	Y	N	N	99	23	43	38	47	N	42	Y	NA	NA	NA	NA



District Number	District Name	School Name	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2012	Graduation Rate, 2013	Graduation Rate Target Met? (≥85% or ≥2% improvement)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017 (if applicable)	Target AMO Reading, 2018 (if applicable)	Target AMO Reading, 2019 (if applicable)	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017 (if applicable)	Target AMO Math, 2018 (if applicable)	Target AMO Math, 2019 (if applicable)
06	BROWARD	5171	78	74	Y	53	88	Y	NA	57	68	Y	51	57	63	50	56	63						
06	BROWARD	5171							NA		NA													
06	BROWARD	5171							NA	60	62	Y	51	57	63	49	56	62						
06	BROWARD	5171							NA		NA		51	57	63	58	63	69						
06	BROWARD	5171							NA		92	Y	38	46	54	43	50	57						
06	BROWARD	5171							NA			Y	33	42	50	39	46	54						
06	BROWARD	5171							NA	57	70	Y	49	56	62	49	55	62						

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	16	*	4.2	3.3	23.2	24.1	40.2	40.9
BLACK OR AFRICAN AMERICAN	200	199	73.5	76.7	39.7	39.7	22.7	22.9
HISPANIC/LATINO	61	51	20.6	17.6	30.6	29.7	30.7	30.0
ASIAN	*	*	*	*	3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.3
TWO OR MORE RACES	*		*	*	2.6	2.6	3.3	3.2
DISABLED	18	26	8.1	6.6	12.4	12.2	13.0	12.9
ECONOMICALLY DISADVANTAGED	276	250	96.9	95.1	61.5	59.9	58.4	58.4
ELL	90	81	31.5	31.4	14.3	13.7	12.4	12.4
MIGRANT							0.5	0.6
FEMALE	285		52.5	54.3	48.4	48.5	48.7	48.7
MALE		258	47.5	45.7	51.6	51.5	51.4	51.4
TOTAL	543		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS			74.2	75.3	76.1	75.6

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WHITE	83.4	83.0	81.7	80.5
BLACK OR AFRICAN AMERICAN	63.9	66.2	64.7	64.6
HISPANIC/LATINO	77.9	78.3	75.0	74.9
ASIAN	88.8	87.6	89.2	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	50.0	#	75.6	88.2
AM.INDIAN OR ALASKA NATIVE	74.7	72.5	73.8	76.8
TWO OR MORE RACES	75.9	86.8	80.1	79.7
DISABLED	52.5	52.8	55.1	52.3
ECONOMICALLY DISADVANTAGED	66.8	68.2	67.7	67.0
ELL	57.7	63.1	55.8	57.5
MIGRANT	#	#	65.5	65.4
AT-RISK (Low 25)*	44.2	50.2	50.0	51.6
FEMALE	79.1	79.6	79.9	79.7
MALE	69.4	71.1	72.5	71.6

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	N/A	N/A	1.2	1.5	1.3	1.5
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.8	3.2	3.0	3.4
HISPANIC/LATINO	N/A	N/A	1.5	1.5	2.0	1.9
ASIAN	N/A	N/A	0.6	0.6	0.5	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	1.6	0.0	1.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	1.4	2.4	1.7	2.4
TWO OR MORE RACES	N/A	N/A	1.2	1.4	1.3	1.7
FEMALE	N/A	N/A	1.4	1.6	1.5	1.7
MALE	N/A	N/A	2.4	2.6	2.2	2.4
TOTAL	N/A	N/A	1.9	2.1	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2010-11 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2010-2011	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School	District	State
			%	%	%
WHITE			84		75
BLACK OR AFRICAN AMERICAN			78		76
HISPANIC/LATINO			81		75
ASIAN			90		88
AMERICAN INDIAN OR			96		77

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ALASKA NATIVE					
NATIVE HAWAIIAN OR	#	#	#	#	#
OTHER PACIFIC					
ISLANDER					
OTHER				81	77
DISABLED				70	58
ECONOMICALLY				75	69
DISADVANTAGED					
ELL				72	69
MIGRANT				75	58
FEMALE				84	80
MALE				78	71
UNKNOWN	#	#	#	#	#
TOTAL				81	76

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				76	70
BLACK OR AFRICAN AMERICAN				58	56
HISPANIC/LATINO				68	65
ASIAN				84	83
AMERICAN INDIAN OR ALASKA NATIVE				53	65
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				66	65
DISABLED				52	49
ECONOMICALLY DISADVANTAGED				61	58
ELL				68	64
MIGRANT				#	57
FEMALE				72	70
MALE				64	62
UNKNOWN	#	#	#	#	#
TOTAL				68	67

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the new Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2 (2014-15). For ELA and mathematics assessments, the FSA replaced the Florida Comprehensive Assessment Test (FCAT) 2.0 and Algebra 1 and Geometry End-of-Course

(EOC) assessments aligned to the Next Generation Sunshine State Standards (NGSSS). In science, Florida continues to administer the Statewide Science Assessment in grades 5 and 8 and the Biology 1 EOC assessment, aligned to the NGSSS (2013-14 and 2014-15).

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FSA and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA (2014-15) or NGSSS assessment data, as applicable, combined with FAA data for ELA results (2014-15) and for reading and writing results (2013-14). Beginning in 2014-15, Florida's state assessment in ELA included sections for both reading comprehension and writing. As of 2014-15, writing is no longer a stand-alone subject for state assessments, having been combined with reading for the state's ELA measure. For mathematics and science, results include FSA or NGSSS, FAA and EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On EOC assessments and the FSA ELA and mathematics and NGSSS science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for satisfactory attainment.

English Language Arts Assessment Results (FSA and FAA)

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	35	100	55	99	54	99
WHITE	57	100	70	99	65	99
BLACK OR AFRICAN AMERICAN	32	100	38	99	34	99
HISPANIC/LATINO	39	100	59	99	51	99
ASIAN	N	N	77	100	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	99	53	99
TWO OR MORE RACES	N	N	63	99	58	99
DISABLED	18	100	26	99	25	98
ECONOMICALLY DISADVANTAGED	35	100	43	99	43	99
ELL**	31	100	33	99	30	99
MIGRANT	N	N	15	98	30	99
LOWEST 25%						
FEMALE	39	100	60	99	59	99
MALE	30	100	50	99	49	99

An "N" indicates no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Mathematics Assessment Results (FSA, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	43	99	55	97	54	98
WHITE	62	94	71	97	64	97
BLACK OR AFRICAN AMERICAN	38	100	39	96	35	97
HISPANIC/LATINO	51	98	60	97	51	98
ASIAN	N	N	80	97	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	95	54	97

TWO OR MORE RACES	N	N	64	97	58	98
DISABLED	28	100	31	96	29	96
ECONOMICALLY DISADVANTAGED	44	99	45	97	44	97
ELL**	40	99	42	98	38	98
MIGRANT	N	N	24	100	39	98
LOWEST 25%						
FEMALE	38	99	56	97	54	98
MALE	49	99	55	97	54	97

An "N" indicates no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Science Assessment Results (Statewide Science Assessment or NGSSS, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	45	100	55	98	57	98
WHITE	N	N	71	98	69	98
BLACK OR AFRICAN AMERICAN	39	100	39	97	37	97
HISPANIC/LATINO	N	100	60	98	53	98
ASIAN	N	N	75	99	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	66	99	58	97
TWO OR MORE RACES	N	N	62	98	61	98
DISABLED	33	100	29	96	30	96
ECONOMICALLY DISADVANTAGED	45	100	45	98	46	97
ELL	27	100	29	98	26	98
MIGRANT	N	N	19	100	36	97
LOWEST 25%						
FEMALE	38	100	55	98	56	98
MALE	56	100	55	98	58	97

An "N" indicates no test results were reported.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA, EOC, and FAA)

School	ELA	Math
	2014-15	2014-15
Grade 3	23	36
Grade 4	41	44
Grade 5	50	57
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
District	ELA	Math
	2014-15	2014-15
Grade 3	53	59
Grade 4	54	61
Grade 5	52	58
Grade 6	53	53
Grade 7	55	58

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Grade 8	60	65
Grade 9	56	59
Grade 10	54	48
	ELA	Math
State Totals	2014-15	2014-15
Grade 3	54	60
Grade 4	55	61
Grade 5	53	56
Grade 6	52	53
Grade 7	53	57
Grade 8	57	61
Grade 9	54	55
Grade 10	53	44

FSA is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FSA or NGSSS and EOC Achievement Level, 2014-15

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	33	25				20	26	28	12	13	18	26	29	13	14
WHITE						10	20	31	17	22	10	22	32	17	19
BLACK OR AFRICAN AMERICAN	39					30	32	25	8	5	31	33	24	7	5
HISPANIC/LATINO						18	25	30	13	14	22	28	29	12	10
ASIAN						9	17	27	16	32	8	15	27	18	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*							40				17	27	31	14	12
AMERICAN INDIAN OR ALASKA NATIVE						15	20	38	13	14	17	28	32	12	12
TWO OR MORE RACES						14	24	31	14	17	14	25	31	14	16
DISABLED						47	28	16	4	5	45	30	17	4	4
ECO. DISADVANTAGED	33	25				27	30	27	9	7	25	31	28	10	7
ELL**						45	30	17	5	4	45	32	17	4	2
MIGRANT*											32	34	23	7	4
FEMALE	37					19	27	29	12	12	18	27	30	13	12
MALE						21	25	27	12	14	19	25	28	13	15

**Students enrolled in ESOL in the current year.

	FSA English Language Arts														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	31	34	25	9		23	24	24	19	9	22	25	25	19	9
WHITE						11	19	27	27	16	14	22	27	25	13
BLACK OR AFRICAN AMERICAN	32	36	22	8		34	29	21	12	4	36	31	20	10	3
HISPANIC/LATINO	33	29	24			21	23	26	21	10	25	26	25	17	7
ASIAN						10	15	23	28	24	9	15	23	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						14	24	30	25	6	20	26	27	20	8
AMERICAN INDIAN OR ALASKA NATIVE						20	24	26	21	9	24	26	26	18	7
TWO OR MORE RACES*						14	23	26	24	13	18	25	26	21	10
DISABLED	41	41				54	25	13	6	2	56	25	13	5	1
ECO. DISADVANTAGED	31	33	25	9		30	28	23	14	5	30	29	23	14	4
ELL**	31	39	24			44	27	19	8	2	45	29	18	7	1
MIGRANT*						42	42				40	32	19	8	2
FEMALE*	27	32	28	10		18	23	25	22	11	18	24	26	21	11
MALE*	36	36	20			27	25	23	17	8	26	26	24	17	7

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for

ESEA compliance.

**Students enrolled in ESOL in the current year.

	FSA MATH and EOC's														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	33	25	31	9		26	19	26	16	12	27	21	27	16	10
WHITE						14	15	29	23	19	18	18	30	20	13
BLACK OR AFRICAN AMERICAN	33	27	30	8		39	23	24	10	4	42	24	22	9	3
HISPANIC/LATINO	29	25	27			23	19	28	18	12	30	21	27	14	7
ASIAN						10	11	22	24	33	10	12	24	24	30
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						12	21	35	19	13	23	20	27	18	11
AMERICAN INDIAN OR ALASKA NATIVE						22	19	27	17	14	26	22	29	15	9
TWO OR MORE RACES*						18	18	29	20	14	22	21	29	18	11
DISABLED	39	33				52	21	16	7	4	55	21	16	6	2
ECO. DISADVANTAGED	33	24	32	9		34	22	26	13	6	34	23	26	12	5
ELL**	38	24	30			39	21	22	12	6	42	23	22	10	4
MIGRANT						44	31	20			38	24	25	10	3
FEMALE	33	29	26	10		25	20	27	16	11	26	21	28	16	9
MALE	33	20	38			27	19	25	16	12	28	20	27	16	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2014-15.

ELL	School	District	State
Reading		2,675	21,959
Math		2,667	21,812
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2015 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic**, **Proficient**, and **Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FSA:

FSA 2.0 Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or on the FLDOE website at <http://www.fl DOE.org/asp/naep/>.

NAEP 2015 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81
*														
WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72
ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57

*Asian and Indian subgroups were too small to report.

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8	64	70
*														
WHITE	41	51	285	291	25	19	27	29	28	33	8	10	75	81
BLACK	23	15	258	260	55	53	33	34	10	11	1	1	45	47
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3	61	60
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1	32	32

ECO. DISADVANTAGED	63	52	266	268	45	42	37	38	14	16	2	2	56	58
ELL	6	6	240	246	77	69	19	25	4	4	1		23	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 04														
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8	75	68
*														
WHITE	43	49	235	232	16	21	24	22	38	35	11	11	84	79
BLACK	21	15	213	206	42	49	36	31	18	16	2	2	58	51
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3	71	54
DISABLED	17	13	205	186	52	67	30	19	14	10	2	2	48	33
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3	68	56
ELL	19	11	201	189	59	68	31	23	8	7	1	1	41	32

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
GRADE 08														
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in

the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2014-15.

Staff Type	Total Number for 2014-15	Number Newly Hired for 2014-15	School %	District %	State %
Instructional Staff	40	19	47.5	19.5	21.4
School-Based Administrators	1	0	0.0	13.9	25.9
Total	41	19	46.3	19.2	21.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
Bachelor's Degree	30	88.2	92.3	58.4	57.9	65.9	66.0
Master's Degree	4	11.8	7.7	38.2	38.8	32.0	31.9
Specialist Degree				1.9	1.9	1.1	1.1
Doctorate				1.4	1.5	1.0	1.0
Total All Degrees	34	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	96.0	90.9	94.1
Percentage of Classes with Teachers Teaching Out-of-Field	4.0	9.1	5.9

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Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

Classes Not Taught by Highly Qualified Teachers	School %	District %			State %		
	All Schools	High- Poverty Schools*	Low- Poverty Schools*	All Schools	High- Poverty Schools*	Low- Poverty Schools*	
TOTAL	17.7	5.6	8.8	3.0	5.5	5.4	6.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2014-15 School Performance Grade: C

Progress of the Lowest Performing 25% of Students, 2014-15

Learning gains were not calculated in 2014-15. In order to calculate learning gains, the FDOE needs two years of assessment information. The FSA was new in 2014-15, so there was not two years of assessment data to calculate learning gains.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at <http://schoolgrades.fldoe.org>.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Focus schools are identified as schools for which the most recent grade is "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools are identified as schools for which the most recent grade is "F." Reward schools are schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2014-15		
District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5041	CENTRAL CHARTER SCHOOL
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL

6	5403	BROWARD COMMUNITY CHARTER WEST
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5418	HENRY MCNEAL TURNER LEARNING ACADEMY
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

Priority Schools, 2014-15

District Number	School Number	School Name
6	321	WALKER ELEMENTARY (MAGNET)
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	MARTIN LUTHER KING ELEMENTARY
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	5055	BROWARD CHARTER SCHOOL OF SCIENCE AND TECHNOL
6	5387	SOMERSET ACADEMY HOLLYWOOD
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5417	IGENERATION EMPOWERMENT ACADEMY OF BROWARD

Reward Schools, 2014-15

District Number	School Number	School Name
6	101	DANIA ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	171	SOUTH BROWARD HIGH SCHOOL
6	185	POMPANO BEACH H. S.
6	191	WILTON MANORS ELEMENTARY SCHOOL
6	361	BLANCHE ELY HIGH SCHOOL
6	491	HARBORDALE ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	641	BAYVIEW ELEMENTARY SCHOOL
6	691	STIRLING ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	731	TROPICAL ELEMENTARY SCHOOL
6	761	MEADOWBROOK ELEMENTARY SCHOOL
6	841	MCNAB ELEMENTARY SCHOOL
6	851	FLORANADA ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	1051	SHERIDAN TECHNICAL COLLEGE
6	1171	SUNSHINE ELEMENTARY SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1271	NOVA DWIGHT D. EISENHOWER ELEM
6	1281	NOVA HIGH SCHOOL
6	1282	NOVA BLANCHE FORMAN ELEMENTARY
6	1291	WILLIAM T. MCFATTER TECHNICAL COLLEGE
6	1311	NOVA MIDDLE SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL

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No Child Left Behind School Public Accountability Reports

6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1741	BOYD H. ANDERSON HIGH SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	2021	GLADES MIDDLE SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL COLLEGE
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2541	FLAMINGO ELEMENTARY SCHOOL
6	2561	CORAL SPRINGS MIDDLE SCHOOL
6	2571	PIONEER MIDDLE SCHOOL
6	2641	CENTRAL PARK ELEMENTARY SCHOOL
6	2661	PEMBROKE LAKES ELEMENTARY SCHL
6	2671	NOB HILL ELEMENTARY SCHOOL
6	2681	WESTCHESTER ELEMENTARY SCHOOL
6	2751	J. P. TARAVELLA HIGH SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3031	RIVERSIDE ELEMENTARY SCHOOL
6	3041	CORAL PARK ELEMENTARY SCHOOL
6	3061	SANDPIPER ELEMENTARY SCHOOL
6	3081	SILVER RIDGE ELEMENTARY SCHOOL
6	3091	WINSTON PARK ELEMENTARY SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3121	QUIET WATERS ELEMENTARY SCHOOL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3171	PARK SPRINGS ELEMENTARY SCHOOL
6	3181	INDIAN TRACE ELEMENTARY SCHOOL
6	3191	EMBASSY CREEK ELEMENTARY SCHOOL
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3401	SAWGRASS ELEMENTARY SCHOOL
6	3431	SAWGRASS SPRINGS MIDDLE SCHOOL
6	3441	EAGLE RIDGE ELEMENTARY SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3531	FOX TRAIL ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3741	COCONUT PALM ELEMENTARY SCHOOL
6	3751	DOLPHIN BAY ELEMENTARY SCHOOL
6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3851	COLLEGE ACADEMY AT BCC
6	3871	WESTGLADES MIDDLE SCHOOL

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6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5010	FRANKLIN ACADEMY B
6	5012	FRANKLIN ACADEMY A
6	5021	SOMERSET NEIGHBORHOOD SCHOOL
6	5024	IMAGINE SCHOOLS AT BROWARD
6	5037	FRANKLIN ACADEMY E
6	5041	CENTRAL CHARTER SCHOOL
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5044	IMAGINE SCHOOL SOUTH CAMPUS
6	5046	FRANKLIN ACADEMY F
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5052	WEST BROWARD ACADEMY AT EXCELSIOR
6	5054	SOMERSET MIRAMAR SOUTH K-5
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5141	SOMERSET ACADEMY
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5271	CHARTER SCHOOL OF EXCELLENCE AT DAVIE
6	5322	PIVOT CHARTER SCHOOL
6	5325	HOLLYWOOD ACAD OF ARTS & SCIEN
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5393	EXCELSIOR CHARTER OF BROWARD
6	5396	SOMERSET ARTS CONSERVATORY
6	5397	CHARTER SCHOOLS OF EXCELLENCE RIVERLAND
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5410	BEN GAMLA CHARTER SCHOOL
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit <http://www.fldoe.org/esea>.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

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SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE	10	*	3.3	4.6	24.1	24.9	40.9	41.6
BLACK OR AFRICAN AMERICAN	192	157	76.7	75.2	39.7	39.5	22.9	23.0
HISPANIC/LATINO	36	44	17.6	15.9	29.7	29.0	30.0	29.3
ASIAN	*	*	*	*	3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER				*	0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.4
TWO OR MORE RACES	*	*	*	*	2.6	2.6	3.2	3.1
DISABLED	11	19	6.6	4.6	12.2	12.1	12.9	12.9
ECONOMICALLY DISADVANTAGED	231	202	95.1	96.6	59.9	56.9	58.4	58.6
ELL	71	72	31.4	30.0	13.7	13.5	12.4	12.1
MIGRANT							0.6	0.5
FEMALE	247		54.3	54.1	48.5	48.4	48.7	48.7
MALE		208	45.7	45.9	51.5	51.6	51.4	51.4
TOTAL	455		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop and the Florida Assessments for Instruction in Reading (FAIR).

Category	Number of Students and Where They Placed	School %		District %		State %	
	2013-14	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13

ECHOS Ready	42	79	33	88	88	91	91
ECHOS Not Ready	11	21	67	12	12	9	9
Total ECHOS	53						
FAIR Ready	47	67	53	76	75	73	72
FAIR Not Ready	23	33	47	24	25	27	28
Total FAIR	70						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			75.3	76.4	75.6	74.5
WHITE			83.0	83.6	80.5	79.4
BLACK OR AFRICAN AMERICAN			66.2	68.2	64.6	63.7
HISPANIC/LATINO			78.3	78.4	74.9	72.9
ASIAN			87.6	89.5	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			72.5	66.7	76.8	69.7
TWO OR MORE RACES			86.8	80.4	79.7	78.6
DISABLED			52.8	51.6	52.3	47.7
ECONOMICALLY DISADVANTAGED			68.2	68.0	67.0	65.0
ELL			63.1	63.9	57.5	56.6
MIGRANT			#	33.3	65.4	64.8
AT-RISK (Low 25)*			50.2	54.2	51.6	50.1
FEMALE			79.6	81.3	79.7	78.9
MALE			71.1	71.7	71.6	70.2

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

Five-Year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			79.2	74.4	76.4	72.6
WHITE			85.0	82.0	80.9	77.8
BLACK OR AFRICAN AMERICAN			72.3	65.2	66.5	61.5
HISPANIC/LATINO			81.1	77.2	75.0	71.4
ASIAN			91.0	93.6	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	62.5	60.0

AM.INDIAN OR ALASKA NATIVE	69.4	58.1	71.6	71.7
TWO OR MORE RACES	82.4	79.1	80.5	77.2
DISABLED	54.2	46.1	50.6	47.4
ECONOMICALLY DISADVANTAGED	71.9	66.4	67.5	62.9
ELL	70.3	61.9	60.0	56.4
MIGRANT	41.7	57.1	66.7	63.3
AT-RISK (Low 25)*	58.8	52.4	53.2	49.7
FEMALE	83.9	79.4	80.5	77.0
MALE	74.7	69.7	72.4	68.4

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	N/A	N/A	1.5	1.5	1.5	1.4
BLACK OR AFRICAN AMERICAN	N/A	N/A	3.2	2.9	3.4	3.1
HISPANIC/LATINO	N/A	N/A	1.5	1.4	1.9	1.9
ASIAN	N/A	N/A	0.6	0.5	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	2.4	1.2	2.4	2.4
TWO OR MORE RACES	N/A	N/A	1.4	1.7	1.7	1.3
FEMALE	N/A	N/A	1.6	1.6	1.7	1.6
MALE	N/A	N/A	2.6	2.4	2.4	2.2
TOTAL	N/A	N/A	2.1	2.0	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2009-10 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2009-2010	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE						66 59
BLACK OR AFRICAN AMERICAN						56 55
HISPANIC/LATINO						61 59
ASIAN						65 68
AMERICAN INDIAN OR ALASKA NATIVE						76 59
NATIVE HAWAIIAN OR	#	#	#	#	#	#

OTHER PACIFIC ISLANDER									
OTHER								64	58
DISABLED								51	43
ECONOMICALLY DISADVANTAGED								56	52
ELL								50	50
MIGRANT								50	42
FEMALE								64	62
MALE								58	54
UNKNOWN	#		#		#	#	#	#	#
TOTAL								61	58

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE					71 68
BLACK OR AFRICAN AMERICAN					58 54
HISPANIC/LATINO					65 62
ASIAN					77 81
AMERICAN INDIAN OR ALASKA NATIVE					69 61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	# #
OTHER					72 64
DISABLED					49 47
ECONOMICALLY DISADVANTAGED					57 56
ELL					60 62
MIGRANT					# 56
FEMALE					70 68
MALE					60 60
UNKNOWN	#		#	#	# #
TOTAL					66 64

*IHE in any state.

STUDENT PERFORMANCE

Florida Comprehensive Assessment Test, (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

Florida End-of-Course (EOC) Assessments

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In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2012-13 and 2013-14 accountability results in mathematics include Algebra 1 and Geometry EOC Assessment scores. Florida's 2012-13 and 2013-14 accountability results in science include Biology 1 EOC Assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results, as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1%.

Writing Assessment Results (FCAT 2.0 and FAA)						
Percent of Students Scoring Satisfactory and Above						
	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	68	57	65	66	58	59
WHITE	N	N	73	73	62	63
BLACK OR AFRICAN AMERICAN	62	60	56	57	50	50
HISPANIC / LATINO	N	N	68	68	57	57
ASIAN	N	N	77	78	74	75
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	N	N	68	68	58	56
TWO OR MORE RACES*	N	N	71	71	61	62
DISABLED	N	N	42	41	35	34
ECONOMICALLY DISADVANTAGED	70	57	59	59	52	51
ELL**	92	N	48	47	43	41
MIGRANT*	N	N	56	50	44	43
LOWEST 25%†	11	40	11	37		
FEMALE*	85	58	72	73	65	66
MALE*	41	57	59	59	52	52

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the "Florida School Performance Grade and AMOs for ESEA Reporting" section below.

Reading Assessment Results (FCAT 2.0 and FAA) Percent of Students Scoring Satisfactory and Above

No Child Left Behind School Public Accountability Reports

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	32	45	99	59	69	99	58	68	98
WHITE	N	N	N	75	80	99	70	77	98
BLACK OR AFRICAN AMERICAN	31	45	99	44	57	99	39	53	97
HISPANIC/LATINO	25	45	100	63	71	99	55	65	98
ASIAN	N	N	N	78	83	100	78	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	63	69	99	58	66	97
TWO OR MORE RACES*	N	N	N	70	N	99	64	N	98
DISABLED	13	25	100	32	50	99	29	47	99
ECONOMICALLY DISADVANTAGED	31	43	100	48	60	98	48	59	96
ELL**	30	30	99	37	51	99	34	49	98
MIGRANT*	N	N	N	29	N	97	34	N	96
LOWEST 25%†	11	N	0	11	N	0		N	
FEMALE*	35	N	98	62	N	99	61	N	98
MALE*	27	N	100	56	N	99	56	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	48	44	99	61	70	98	61	66	98
WHITE	N	N	N	75	81	98	70	74	98
BLACK OR AFRICAN AMERICAN	47	43	99	46	59	98	43	53	97
HISPANIC/LATINO	50	53	100	65	73	98	58	64	98
ASIAN	N	N	N	84	87	99	85	85	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	66	72	99	61	66	97
TWO OR MORE RACES*	N	N	N	69	N	98	63	N	98
DISABLED	39	31	100	34	53	99	32	48	98
ECONOMICALLY DISADVANTAGED	47	42	100	51	62	97	51	59	96
ELL**	55	36	99	45	59	98	42	54	98
MIGRANT*	N	N	N	30	N	98	46	N	96
LOWEST 25%†	30	N	0	22	N	0		N	
FEMALE*	46	N	98	62	N	98	61	N	98
MALE*	51	N	100	59	N	98	60	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for

ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0, EOCs and FAA)									
Percent of Students Scoring Satisfactory and Above									
	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	39		100	55		98	58		97
WHITE	N		N	71		98	69		98
BLACK OR AFRICAN AMERICAN	34		100	39		97	38		97
HISPANIC/LATINO	N		N	59		98	54		98
ASIAN	N		N	78		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N		N	55		98	59		97
TWO OR MORE RACES*	N		N	66		97	63		97
DISABLED	N		100	31		98	32		98
ECONOMICALLY DISADVANTAGED	38		N	44		96	47		96
ELL**	N		100	27		97	26		97
MIGRANT*	N		N	17		100	36		97
LOWEST 25%†	0		0	10		0			
FEMALE*	42		100	55		98	57		98
MALE*	35		100	56		97	59		97

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	21	22	44	42
Grade 4	41	32	55	36
Grade 5	39	34	48	31
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2013-14	2012-13	2013-14	2012-13

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No Child Left Behind School Public Accountability Reports

Grade 3	58	55	57	59
Grade 4	62	60	65	64
Grade 5	61	61	57	58
Grade 6	62	61	57	56
Grade 7	60	59	60	58
Grade 8	61	60	59	61
Grade 9	54	55	76	76
Grade 10	55	53	59	55

State Totals	Reading		Math	
	2013-14	2012-13	2013-14	2012-13
Grade 3	58	58	59	59
Grade 4	62	61	65	62
Grade 5	62	61	58	56
Grade 6	61	59	55	53
Grade 7	58	58	59	57
Grade 8	58	57	58	59
Grade 9	54	54	75	73
Grade 10	55	54	53	52

FCAT 2.0 is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14

	FCAT 2.0 SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	22	40	26			20	27	28	12	13	17	26	30	13	14
WHITE						10	21	32	17	21	10	22	32	17	19
BLACK OR AFRICAN AMERICAN	23	42	25			30	32	25	8	5	29	34	25	7	5
HISPANIC/LATINO						17	26	30	14	13	20	28	29	12	10
ASIAN						8	16	28	19	30	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						18	29	27	14	13	15	28	32	14	11
TWO OR MORE RACES*						13	21	31	16	18	13	25	31	15	16
DISABLED						46	28	16	5	5	43	31	17	5	3
ECO. DISADVANTAGED	21	41	26			26	31	26	9	7	23	32	28	10	7
ELL**						43	31	17	5	4	41	34	18	4	3
MIGRANT*						52					30	36	23	7	4
FEMALE*	42	30				19	28	29	12	12	17	28	30	13	12
MALE*	29	37				21	26	27	13	14	18	25	29	14	15

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

	FCAT 2.0 READING														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	34	35	20	10		17	25	25	21	11	17	25	25	21	11
WHITE						8	18	27	29	18	10	20	27	27	16
BLACK OR AFRICAN AMERICAN	37	34	19	9		26	31	24	14	5	29	33	22	12	4
HISPANIC/LATINO	31	42				15	23	27	23	12	20	26	26	19	9
ASIAN						8	14	23	29	25	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	21	28	25	9	17	27	27	21	9
TWO OR MORE RACES*						10	20	27	27	16	13	24	27	24	13
DISABLED	58					43	28	16	8	4	47	29	15	7	2

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ECO. DISADVANTAGED	33	36	20	10	23	30	25	16	6	23	30	25	16	6
ELL**	29	40	21		33	31	21	12	3	35	32	21	10	2
MIGRANT*					38	36	17			34	34	21	9	3
FEMALE*	32	34	22	10	14	24	26	23	13	15	25	26	22	12
MALE*	36	37	16		20	25	25	20	10	20	25	25	20	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FCAT 2.0 MATH and ALGEBRA 1 EOC

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	29	25	28	14	5	19	24	29	17	12	19	24	29	17	10
WHITE						10	18	30	24	19	12	21	31	22	14
BLACK OR AFRICAN AMERICAN	29	26	29	12		29	29	27	11	5	30	31	26	10	3
HISPANIC/LATINO	28					16	23	30	19	12	20	25	30	16	9
ASIAN						6	12	24	25	33	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	22	30	18	14	17	26	31	17	10
TWO OR MORE RACES*						13	21	29	21	15	16	24	30	19	12
DISABLED	46					44	26	18	7	4	46	27	18	6	2
ECO. DISADVANTAGED	29	25	27	14	5	25	28	28	13	6	25	28	29	13	6
ELL**	21	25	31			29	27	25	12	6	31	29	25	11	4
MIGRANT*						36	34	27			27	30	28	11	4
FEMALE*	28	28	26	13		17	24	29	18	12	17	25	30	17	11
MALE*	30	22	30	15		21	23	28	17	11	20	24	29	17	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FCAT 2.0 in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2013-14.

ELL	School	District	State
Reading	*	1,248	13,057
Math	*	1,282	13,478
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2013 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

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Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic**, **Proficient**, and **Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT 2.0:

FCAT 2.0 Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or on the FLDOE website at <http://www.fl DOE.org/asp/naep/>.

NAEP 2013 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	90	90	90	89	85	83	89	84
ELL	93	96	87	93	89	92	86	90

NAEP Math 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	242	241	16	18	44	41	34	34	6	8	84	82
*														
WHITE	40	51	251	250	8	9	39	37	44	43	10	10	92	91
BLACK	22	16	228	224	28	34	52	48	19	17	1	1	72	66
HISPANIC	31	25	238	230	18	27	46	47	32	24	5	2	82	73
DISABLED	15	13	226	218	33	45	45	38	20	16	2	2	67	55
ECO. DISADVANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78	73
ELL	10	11	218	219	40	41	49	45	11	13		1	60	59

*Asian and Indian subgroups were too small to report.

NAEP Math 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
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GRADE 08

	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	281	284	30	27	40	39	24	26	7	8	70	73
*														
WHITE	44	53	291	293	19	17	41	39	31	33	10	11	81	83
BLACK	21	15	264	263	49	49	37	38	12	12	2	2	51	51
HISPANIC	29	23	274	271	35	38	41	41	20	18	4	3	65	62
DISABLED	12	12	255	248	59	66	31	26	9	7	1	1	41	34
ECO. DISADVANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	61	61
ELL	5	5	243	245	72	69	23	25	4	4	1	1	28	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75	67
*														
WHITE	40	51	236	231	15	21	36	34	37	33	12	11	85	79
BLACK	22	15	212	205	43	50	37	32	17	15	3	2	57	50
HISPANIC	31	25	225	207	27	48	37	33	29	17	7	3	73	52
DISABLED	14	12	204	184	53	69	27	20	16	9	4	2	47	31
ECO. DISADVANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66	53
ELL	10	10	199	187	59	69	31	24	9	6	1	1	41	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	266	266	23	23	43	42	30	31	3	4	77	77
*														
WHITE	44	53	274	275	16	15	42	41	38	39	5	5	84	85
BLACK	21	15	254	250	34	40	47	44	18	15	1	1	66	60
HISPANIC	28	23	260	255	27	33	46	46	25	20	2	1	73	67
DISABLED	12	11	243	231	50	62	37	30	13	8			50	38
ECO. DISADVANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70	66
ELL	4	5	226	225	70	70	27	26	3	3			30	30

*Asian and Indian subgroups were too small to report.

INTERNATIONAL SURVEYS

TIMSS is an international comparative study of student performance in mathematics and science at the fourth and eighth grade levels. It collects data on achievement, experiences, and attitudes of fourth- and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

TIMSS 2011

High International Benchmark and Higher

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	Florida	Annual Objective
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

PIRLS is an international comparative study of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

PIRLS 2011

High International Benchmark and Higher

	Florida	Annual Objective
Grade 4 Reading	61%	54%

PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

PISA 2012 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	27	15	55.6	20.7	20.4
School-Based Administrators	1	0	0.0	20.8	26.6
Total	28	15	53.6	20.7	20.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %		District %		State %	
		2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Bachelor's Degree	24	92.3	95.8	57.9	56.9	66.0	65.5
Master's Degree	2	7.7	4.2	38.8	39.9	31.9	32.5
Specialist Degree				1.9	1.9	1.1	1.1
Doctorate				1.5	1.4	1.0	1.0
Total All Degrees	26	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that

teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	76.7	89.9	93.8
Percentage of Classes with Teachers Teaching Out-of-Field	23.3	10.1	6.2

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

Classes Not Taught by Highly Qualified Teachers	School %		District %		State %		
		All Schools	High- Poverty Schools*	Low- Poverty Schools*	All Schools	High- Poverty Schools*	Low- Poverty Schools*
June	0.0	7.4	4.5	93.1	7.4	8.7	11.1
July	0.0	3.3	4.5	0.0	12.5	7.3	35.5
October	0.0	4.8	6.4	3.1	5.8	6.4	5.5
February	0.0	5.1	7.0	3.3	5.8	6.3	5.1
Combined All Year	0.0	5.0	6.7	3.4	5.9	6.3	5.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2013-14 School Performance Grade*: B

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students, 2013-14

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

Mathematics Low 25%, Points Earned*		Reading Low 25%, Points Earned*	
2013-14		2013-14	
88		74	

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at <http://schoolgrades.fl DOE.org>.

Identified Schools for ESEA Flexibility

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The table below indicates how schools in this district were identified for ESEA flexibility. Focus schools are identified as schools for which the most recent grade is "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools are identified as schools for which the most recent grade is "F." Reward schools are schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2013-14

District Number	School Number	School Name
6	21	POMPANO BEACH MIDDLE SCHOOL
6	151	RIVERLAND ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	271	DILLARD ELEMENTARY SCHOOL
6	321	WALKER ELEMENTARY (MAGNET)
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	481	MCNICOL MIDDLE SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	701	PARKWAY MIDDLE SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1131	PALMVIEW ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2231	NORTH LAUDERDALE ELEMENTARY
6	2551	CORAL SPRINGS ELEMENTARY SCHL
6	2611	BAIR MIDDLE SCHOOL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3761	PARK LAKES ELEMENTARY SCHOOL

Priority Schools, 2013-14

District Number	School Number	School Name
6	431	LAUDERDALE MANORS ELEMENTARY
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	1391	LAUDERHILL MIDDLE SCHOOL
6	1611	MARTIN LUTHER KING ELEMENTARY
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL

Reward Schools, 2012-13

District Number	School Number	School Name
6	111	HOLLYWOOD HILLS ELEM. SCHOOL
6	171	SOUTH BROWARD HIGH SCHOOL
6	185	POMPANO BEACH H. S.
6	211	STRANAHAN HIGH SCHOOL
6	241	MCARTHUR HIGH SCHOOL
6	371	DILLARD HIGH SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	403	HALLANDALE HIGH SCHOOL
6	491	HARBORDALE ELEMENTARY SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	641	BAYVIEW ELEMENTARY SCHOOL

No Child Left Behind School Public Accountability Reports

6	851	FLORANADA ELEMENTARY SCHOOL
6	861	DRIFTWOOD MIDDLE SCHOOL
6	871	BRIGHT HORIZONS
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	901	CRESTHAVEN ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	1151	CORAL SPRINGS HIGH SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1241	NORTHEAST HIGH SCHOOL
6	1271	NOVA DWIGHT D. EISENHOWER ELEM
6	1281	NOVA HIGH SCHOOL
6	1282	NOVA BLANCHE FORMAN ELEMENTARY
6	1291	WILLIAM T. MCFATTER TECH. CTR
6	1311	NOVA MIDDLE SCHOOL
6	1711	DEERFIELD BEACH HIGH SCHOOL
6	1751	MIRAMAR HIGH SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	2011	CORAL COVE ELEMENTARY SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL CENTER
6	2541	FLAMINGO ELEMENTARY SCHOOL
6	2571	PIONEER MIDDLE SCHOOL
6	2641	CENTRAL PARK ELEMENTARY SCHOOL
6	2681	WESTCHESTER ELEMENTARY SCHOOL
6	2751	J. P. TARAVELLA HIGH SCHOOL
6	2801	DAVIE ELEMENTARY SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2971	SILVER LAKES MIDDLE SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3081	SILVER RIDGE ELEMENTARY SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3171	PARK SPRINGS ELEMENTARY SCHOOL
6	3181	INDIAN TRACE ELEMENTARY SCHOOL
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3441	EAGLE RIDGE ELEMENTARY SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3531	FOX TRAIL ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3581	SILVER SHORES ELEMENTARY SCHL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3771	CHALLENGER ELEMENTARY SCHOOL

6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3861	CORAL GLADES HIGH SCHOOL
6	3871	WESTGLADES MIDDLE SCHOOL
6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5006	SOMERSET PREP ACADEMY HIGH AT N LAUDERDALE
6	5012	FRANKLIN ACADEMY A
6	5024	IMAGINE MIDDLE SCHOOL AT BROWARD
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5141	SOMERSET ACADEMY
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5391	SOMERSET ACADEMY EAST PREPARATORY
6	5396	SOMERSET ARTS CONSERVATORY
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5410	BEN GAMLA CHARTER SCHOOL
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit <http://www.fldoe.org/esea>.

AMOs for ESEA Reporting

Under reporting requirements of Florida's ESEA* flexibility waiver, Florida has included the following information in applicable sections of this annual report.

For the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), this report includes:

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the state's Annual Measurable Objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

Florida also includes information on progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs.

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available at <http://schoolgrades.fldoe.org/default.asp>.

*ESEA is an acronym for the Elementary and Secondary Education Act.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

[Select a New Report](#)
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SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
WHITE	*	*	2.7	4.2	22.3	23.2	39.5	40.2
BLACK OR AFRICAN AMERICAN	233	247	73.1	73.5	39.4	39.7	22.5	22.7
HISPANIC/LATINO	82	62	21.9	20.6	31.7	30.6	31.5	30.7
ASIAN	*	*	*	*	3.6	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.3
TWO OR MORE RACES	*	*	*	*	2.6	2.6	3.4	3.3
DISABLED	18	32	7.6	8.1	12.6	12.4	13.1	13.0
ECONOMICALLY DISADVANTAGED***	324	312	96.8	96.9	60.9	61.5	58.8	58.4
ELL	95	95	28.9	31.5	15.0	14.3	13.0	12.4
MIGRANT							0.5	0.5
FEMALE	335		51.0	52.5	48.5	48.4	48.7	48.7
MALE		322	49.0	47.5	51.5	51.6	51.4	51.4
TOTAL	657		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: <http://www.fns.usda.gov/school-meals/community-eligibility-provision>.
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

A list of CEP eligible schools is located at
<http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state>.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
ALL STUDENTS			76.6	74.2	77.9	76.1
WHITE			85.2	83.4	82.8	81.7
BLACK OR AFRICAN AMERICAN			67.3	63.9	68.0	64.7
HISPANIC/LATINO			80.0	77.9	76.7	75.0
ASIAN			90.8	88.8	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			72.2	50.0	82.6	75.6
AM.INDIAN OR ALASKA NATIVE			82.8	74.7	75.7	73.8
TWO OR MORE RACES			85.2	75.9	81.5	80.1
DISABLED			55.0	52.5	56.8	55.1
ECONOMICALLY DISADVANTAGED			70.7	66.8	70.4	67.7
ELL			59.7	57.7	59.5	55.8
MIGRANT			#	#	67.0	65.5
AT-RISK (Low 25)*			50.3	44.2	52.3	50.0
FEMALE			81.3	79.1	81.7	79.9
MALE			72.2	69.4	74.1	72.5

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	N/A	N/A	1.1	1.2	1.3	1.3
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.1	2.8	2.7	3.0
HISPANIC/LATINO	N/A	N/A	0.9	1.5	1.8	2.0
ASIAN	N/A	N/A	0.5	0.6	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	1.0	1.6	1.6	1.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	1.4	1.4	2.0	1.7
TWO OR MORE RACES	N/A	N/A	0.8	1.2	1.4	1.3
FEMALE	N/A	N/A	1.0	1.4	1.4	1.5
MALE	N/A	N/A	1.8	2.4	2.1	2.2
TOTAL	N/A	N/A	1.4	1.9	1.8	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard	Number of Graduates Enrolled in IHE* within 16	School District State
---------------------	--------------------	--	-----------------------

	Diplomas Earned in 2011-2012	Months of Earning a Regular High School Diploma	%	%	%
WHITE				85	75
BLACK OR AFRICAN AMERICAN				78	74
HISPANIC/LATINO				81	76
ASIAN				90	88
AMERICAN INDIAN OR ALASKA NATIVE				75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#
OTHER				80	75
DISABLED				70	57
ECONOMICALLY DISADVANTAGED				76	68
ELL				74	70
MIGRANT				#	60
FEMALE				84	79
MALE				79	71
UNKNOWN	#		#	#	#
TOTAL				82	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				74	69
BLACK OR AFRICAN AMERICAN				60	55
HISPANIC/LATINO				67	64
ASIAN				85	84
AMERICAN INDIAN OR ALASKA NATIVE				71	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#
OTHER				68	64
DISABLED				51	48
ECONOMICALLY DISADVANTAGED				63	57
ELL				#	64
MIGRANT				N/A	61
FEMALE				72	69
MALE				63	62
UNKNOWN	#		#	#	#
TOTAL				68	66

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Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS).

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA was administered for the first time in 2015-16. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. Standard setting for the Florida Standards Alternate Assessment will occur in Spring 2017 when the number of achievement levels will be set.

English Language Arts Assessment Results (FSA and FSAA)*

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	31	100	55	99	53	99
WHITE	N	N	70	99	64	99
BLACK OR AFRICAN AMERICAN	29	100	39	99	34	99
HISPANIC/LATINO	37	100	59	99	51	99
ASIAN	N	N	78	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	59	99	51	99
TWO OR MORE RACES	N	N	63	99	58	99
DISABLED	14	100	22	98	19	98
ECONOMICALLY DISADVANTAGED	31	100	44	99	42	99
ELL**	26	100	34	99	29	99
MIGRANT	N	N	21	100	30	99
LOWEST 25%						
FEMALE	32	100	59	99	58	99
MALE	28	100	50	99	49	99

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Mathematics Assessment Results (FSA, EOCs and FSAA)*

Percent of Students Scoring Satisfactory and Above

School % District % State %

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	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	43	100	56	98	54	98
WHITE	N	N	72	98	65	98
BLACK OR AFRICAN AMERICAN	40	100	40	98	35	97
HISPANIC/LATINO	55	100	60	99	51	98
ASIAN	N	N	82	98	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	98	54	97
TWO OR MORE RACES	N	N	63	98	58	98
DISABLED	27	100	27	96	25	96
ECONOMICALLY DISADVANTAGED	43	100	45	98	44	98
ELL**	48	100	43	99	38	98
MIGRANT	N	N	21	93	39	98
LOWEST 25%						
FEMALE	45	100	57	98	55	98
MALE	41	99	55	98	54	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	37	100	54	98	56	98
WHITE	N	N	69	99	68	98
BLACK OR AFRICAN AMERICAN	37	100	38	98	36	97
HISPANIC/LATINO	29	100	58	99	52	98
ASIAN	N	N	77	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	97	54	97
TWO OR MORE RACES	N	N	63	99	61	98
DISABLED	18	100	24	97	24	95
ECONOMICALLY DISADVANTAGED	38	100	43	98	45	97
ELL	25	100	26	99	24	98
MIGRANT	N	N	28	93	35	97
LOWEST 25%						
FEMALE	41	100	54	99	56	98
MALE	32	100	54	98	57	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**Assessment Results by Grade: Percent Scoring Satisfactory or Above
(FSA and EOCs) ***

School	ELA 2015-16	Math 2015-16
Grade 3	25	31
Grade 4	32	51

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Grade 5	37	51
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

	ELA 2015-16	Math 2015-16
District		
Grade 3	56	62
Grade 4	52	59
Grade 5	54	59
Grade 6	55	54
Grade 7	52	58
Grade 8	60	66
Grade 9	57	NA
Grade 10	52	NA
HS	NA	44

	ELA 2015-16	Math 2015-16
State Totals		
Grade 3	56	62
Grade 4	53	60
Grade 5	53	57
Grade 6	53	52
Grade 7	50	57
Grade 8	58	62
Grade 9	53	NA
Grade 10	50	NA
HS	NA	42

FSA is only administered to Grades 3-8 for Math.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assessment Achievement Level, 2015-16

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	32	31	26	11	#	20	28	29	11	11	19	27	29	12	13
WHITE	#	#	#	#	#	10	22	34	16	18	11	22	32	16	19
BLACK OR AFRICAN AMERICAN	30	33	26	11	#	30	34	25	7	5	31	34	24	7	4
HISPANIC/LATINO	47	27	27	#	#	18	27	31	12	12	22	29	28	11	10
ASIAN	#	#	#	#	#	7	18	28	17	29	7	16	27	18	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	15	29	31	12	13	20	30	28	12	11
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	13	27	30	18	12	20	28	29	12	11
TWO OR MORE RACES	N/A	N/A	N/A	N/A	N/A	12	26	34	13	15	15	25	31	14	16
DISABLED	58	25	17	#	#	47	30	16	4	4	46	31	16	4	3
ECO. DISADVANTAGED	31	31	27	11	#	27	32	27	8	6	25	31	27	9	7
ELL**	32	42	26	#	#	44	31	18	4	3	46	32	16	4	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	26	48	22	4	#	34	34	21	5	5
FEMALE	33	24	31	11	#	19	30	30	11	10	18	28	30	12	12
MALE	31	38	21	10	#	21	27	28	11	12	20	25	28	13	14

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

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FSA English Language Arts

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	42	27	23	6	2	25	24	23	19	9	25	25	24	19	9
WHITE	#	#	#	#	#	13	19	26	27	15	16	22	26	24	12
BLACK OR AFRICAN AMERICAN	43	28	22	4	2	35	28	21	12	4	38	29	20	10	3
HISPANIC/LATINO	40	23	25	10	2	23	23	25	21	9	28	25	23	17	7
ASIAN	#	#	#	#	#	11	15	22	29	23	11	15	22	28	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	22	22	24	20	12	28	25	23	17	7
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	19	24	28	18	12	22	25	25	19	8
TWO OR MORE RACES*	#	#	#	#	#	16	23	24	25	13	19	25	25	21	10
DISABLED	68	18	13	#	#	55	24	12	6	2	58	24	12	5	1
ECO. DISADVANTAGED	42	28	23	5	2	32	27	22	14	5	32	28	22	13	4
ELL**	47	29	17	6	1	46	25	18	9	2	49	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	37	43	14	6	#	43	30	18	8	2
FEMALE*	34	32	24	7	3	20	24	24	21	11	20	24	25	20	10
MALE*	50	22	22	4	1	29	24	23	17	7	29	25	23	17	7

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL GRADES															
ALL STUDENTS	33	24	27	14	2	28	19	25	16	12	28	20	26	16	10
WHITE	#	#	#	#	#	15	15	28	23	20	18	18	29	21	14
BLACK OR AFRICAN AMERICAN	33	26	26	13	2	40	22	23	10	5	43	23	22	9	3
HISPANIC/LATINO	33	13	35	17	2	24	19	27	18	12	31	21	26	15	8
ASIAN	#	#	#	#	#	9	10	23	24	34	10	11	23	24	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	24	20	23	19	14	29	20	27	15	9
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	20	15	29	20	16	24	19	27	18	11
TWO OR MORE RACES*	#	#	#	#	#	20	19	27	19	15	23	20	28	18	12
DISABLED	50	24	18	8	#	54	20	15	7	3	57	19	15	6	3
ECO. DISADVANTAGED	33	24	28	14	2	35	21	25	13	6	35	22	25	12	5
ELL**	38	17	29	17	#	39	21	22	12	6	44	21	21	10	4
MIGRANT	N/A	N/A	N/A	N/A	N/A	53	25	12	7	3	39	24	23	10	4
FEMALE	33	21	28	16	2	26	19	26	16	12	27	20	27	16	10
MALE	33	26	27	12	1	29	18	25	16	12	29	19	25	16	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State

Reading	*	3,181	24,596
Math	*	2,917	24,137
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2015 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate comparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	<i>Advanced</i>
4	<i>Proficient</i>
2-3	<i>Basic</i>
1	<i>Below Basic</i>

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at <http://www.nces.ed.gov/nationsreportcard/> or on the FLDOE website at <http://www.fldoe.org/accountability/assessments/national-international-assessments/>.

NAEP 2015 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81

*

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WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72
ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57

*Asian and Indian subgroups were too small to report.

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8	64	70
*														
WHITE	41	51	285	291	25	19	27	29	28	33	8	10	75	81
BLACK	23	15	258	260	55	53	33	34	10	11	1	1	45	47
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3	61	60
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1	32	32
ECO. DISADVANTAGED	63	52	266	268	45	42	37	38	14	16	2	2	56	58
ELL	6	6	240	246	77	69	19	25	4	4	1		23	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8	75	68
*														
WHITE	43	49	235	232	16	21	24	22	38	35	11	11	84	79
BLACK	21	15	213	206	42	49	36	31	18	16	2	2	58	51
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3	71	54
DISABLED	17	13	205	186	52	67	30	19	14	10	2	2	48	33
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3	68	56
ELL	19	11	201	189	59	68	31	23	8	7	1	1	41	32

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38

ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2015-16.

Staff Type	Total Number for 2015-16	Number Newly Hired for 2015-16	School %	District %	State %
Instructional Staff	42	27	64.3	20.9	18.7
School-Based Administrators	3	2	66.7	20.0	22.0
Total	45	29	64.4	20.8	18.9

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15

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Bachelor's Degree	36	92.3	88.2	59.1	58.4	66.3	65.9
Master's Degree	3	7.7	11.8	37.7	38.2	31.6	32.0
Specialist Degree				1.8	1.9	1.0	1.1
Doctorate				1.4	1.4	1.0	1.0
Total All Degrees	39	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	94.6	88.8	92.3
Percentage of Classes with Teachers Teaching Out-of-Field	5.4	11.2	7.7

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

Classes Not Taught by Highly Qualified Teachers	School %				District %			State %		
	All Schools	High- Poverty Schools*	Low- Poverty Schools*		All Schools	High- Poverty Schools*	Low- Poverty Schools*	All Schools	High- Poverty Schools*	Low- Poverty Schools*
TOTAL	0.0	7.6	11.9		4.1	7.8	10.1	8.2		

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2015-16 School Performance Grade: C

Progress of the Lowest Performing 25% of Students, 2015-16

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

Mathematics Low 25%, Points Earned*		English Language Arts Low 25%, Points Earned*	
2015-16		2015-16	
59		50	

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low

performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at <http://schoolgrades.fldoe.org>.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Florida's list of Priority and Focus schools for ESEA Flexibility was frozen as of the 2013-14 list based on the transition requirements to the ESSA requirements. Focus schools were identified as schools for which the grade in 2013-14 was a "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools were identified as schools for which the 2013-14 grade was "F." Reward schools were schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2015-16

District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5041	CENTRAL CHARTER SCHOOL
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5403	BROWARD COMMUNITY CHARTER WEST
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5418	HENRY MCNEAL TURNER LEARNING ACADEMY
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

Priority Schools, 2015-16

District Number	School Number	School Name
6	321	WALKER ELEMENTARY (MAGNET)
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	DR. MARTIN LUTHER KING MONTESSORI ACADEMY
6	1671	ROBERT C. MARKHAM ELEMENTARY
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	5387	SOMERSET ACADEMY HOLLYWOOD

6 5388
6 5417

SOMERSET ACADEMY POMPANO (K-5)
IGENERATION EMPOWERMENT ACADEMY OF BROWARD

Reward Schools, 2015-16

District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	151	RIVERLAND ELEMENTARY SCHOOL
6	185	POMPANO BEACH H. S.
6	331	COLLINS ELEMENTARY SCHOOL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	581	MARGATE MIDDLE SCHOOL
6	611	SUNLAND PARK ACADEMY
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	641	BAYVIEW ELEMENTARY SCHOOL
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	921	STEPHEN FOSTER ELEMENTARY SCHL
6	931	PETERS ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1011	HENRY D. PERRY MIDDLE SCHOOL
6	1051	SHERIDAN TECHNICAL COLLEGE
6	1091	LLOYD ESTATES ELEMENTARY SCHL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1291	WILLIAM T. MCFATTER TECHNICAL COLLEGE
6	1321	SHERIDAN PARK ELEMENTARY SCHL
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	DR. MARTIN LUTHER KING MONTESSORI ACADEMY
6	1621	VILLAGE ELEMENTARY SCHOOL
6	1631	ANNABEL C. PERRY ELEMENTARY
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1681	COCONUT CREEK HIGH SCHOOL
6	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1841	MIRROR LAKE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	1971	JAMES S. HUNT ELEMENTARY SCHOOL
6	2021	GLADES MIDDLE SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL COLLEGE
6	2231	NORTH LAUDERDALE ELEMENTARY
6	2571	PIONEER MIDDLE SCHOOL
6	2661	PEMBROKE LAKES ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2871	SEA CASTLE ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3191	EMBASSY CREEK ELEMENTARY SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL

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6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3301	ENDEAVOUR PRIMARY LEARNING CENTER
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3851	COLLEGE ACADEMY AT BROWARD COLLEGE
6	3871	WESTGLADES MIDDLE SCHOOL
6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3962	DISCOVERY ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5002	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE
6	5004	SOMERSET VILLAGE ACADEMY
6	5012	FRANKLIN ACADEMY A
6	5021	SOMERSET NEIGHBORHOOD SCHOOL
6	5024	IMAGINE SCHOOLS AT BROWARD
6	5025	BEN GAMLA CHARTER SCHOOL HALLANDALE
6	5026	CHARTER SCHOOL OF EXCELLENCE DAVIE 2
6	5029	ATLANTIC MONTESSORI CHARTER SCHOOL
6	5031	CHARTER SCHOOL OF EXCELLENCE
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5046	FRANKLIN ACADEMY F
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5130	GREENTREE PREPARATORY CHARTER SCHOOL
6	5141	SOMERSET ACADEMY
6	5142	FRANKLIN ACADEMY 3
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5201	CHARTER SCHOOL OF EXCELLENCE TAMARAC 1
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5271	CHARTER SCHOOL OF EXCELLENCE AT DAVIE
6	5291	CHARTER SCHOOL OF EXCELLENCE TAMARAC 2
6	5355	EAGLES NEST CHARTER ACADEMY
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5392	BEN GAMLA CHARTER SCHOOL SOUTH BROWARD
6	5394	CHARTER SCHOOL OF EXCELLENCE 2
6	5396	SOMERSET ARTS CONSERVATORY
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5407	EVEREST CHARTER SCHOOL
6	5410	BEN GAMLA CHARTER SCHOOL
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

6	5710	RENAISSANCE CHARTER SCHOOLS AT PINES
6	5791	AVANT GARDE ACADEMY OF BROWARD
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit <http://www.fldoe.org/esea>.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

[Select a New Report](#) | [Select a New School](#) | [Select a New District](#)

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Imagine Elementary at North Lauderdale Charter (5171)

2008-2017 FCAT 2.0, FSA, and FLDOE School Grades

Florida Standards Assessment (FSA)/Florida Comprehensive Assessment Test (FCAT) Annual Comparative Data										
	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Free & Reduced Lunch Rate	96	96	98	96	97	98	96	95	89	87
Minority Rate	98	97	97	97	95	97	97	97	97	98
FSA/FCAT 2.0 Reading % Proficient	34	31	35	32	29	28	39	45	52	47
FSA/FCAT 2.0 Math % Proficient	55	43	43	48	37	43	41	46	37	41
FSA/FCAT Writing Proficiency				68	57	64	73	78	93	84
FCAT 2.0 Science Proficiency	28	37	45	39	40	32	12	12	6	18
Percentage of Total School Accountability Points	55%	49%	41%	64%	50%	56%	44%	52%	52%	49%
State Awarded Letter Grade	B	C	C	B	D	C	F	D	D	F

Imagine Elementary at North Lauderdale Charter (5171)

2014-2017 FLD OE School Report Cards

School Year	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade	Charter School	Title 1	Alternative / ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
2016-2017	34	58	63	55	74	73	28	385	7	55	100	B	YES	YES	N	01	98.0	96	3
2015-2016	31	51	50	43	69	59	37	340	7	49	100	C	YES	YES	N	01	97	96	5
2014-2015 (Informational Baseline)	35			43			45	123	3	41	100	C	YES	YES	N	01	96	97	5

Imagine Elementary at North Lauderdale Charter (5171)

2012-2014 FLD0E Report Card																												
School Year	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains for Low 25%	Reading Points for Low 25%	Math Points Earned	Percent Tested	Reading Gains for Lowest 25% at Least 50 Points Previous Year	Reading Gains for Lowest 25% at Least 50 Points Current Year	Math Gains for Lowest 25% at Least 50 Points Previous Year	Math Gains for Lowest 25% at Least 50 Points Current Year	FCAT 2.0 Reading % Satisfactory or Higher	25% or more of FCAT 2.0 Readers Scoring Satisfactory or Higher	Adjusted Reading % Satisfactory or Higher	Adjusted Math % Satisfactory or Higher	Adjusted Writing % Satisfactory or Higher	Total Points Including Adjusted Points	Scale	Grade	Charter	School Type	Free Reduced Priced Lunch	Minority Rate	Region	Title 1	
2013-2014	32	48	68	39	74	86	74	88	509	99	Yes	Yes	Yes	Yes	32	Yes	32	48	68	509	800	B	YES	01	96	97	5	YES
2012-2013	29	37	57	40	62	42	78	53	398	100	Yes	Yes	Yes	Yes	29	Yes	29	37	57	398	800	D	YES	01	94	95	5	YES

Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



Imagine Elementary at North Lauderdale Charter School

December 15, 2017

Educational Performance Appendix

Included in the Educational Performance Appendix are samples of some of the many progress monitoring spreadsheets the teachers and Instructional Leadership Team members use to form school-wide intervention groups, identify Multi-Tiered System of Support participants, and to guide differentiated instruction.

Progress Monitoring

1. Annual STAR Learning Gains
2. 2012-2013
 - a. Progress Monitoring Reading Spreadsheet
 - b. Fifth Grade Science MiniBat Spreadsheet
 - c. Primary Math Progress Monitoring
 - d. Intermediate Reading Progress Monitoring
3. 2014-2015
 - a. Second Grade Go Math Progress Monitoring
 - b. Second Grade Primary End of Year Results Spreadsheet
4. 2015-2016
 - a. Third Grade Portfolio Progress Monitoring
 - b. Fifth Grade Promotion Retention Spreadsheet
 - c. Go Math Kindergarten Progress Monitoring
 - d. School-wide FAIR Test Summaries
 - e. Writing Progress Monitoring
5. 2016-2017
 - a. First Grade Go Math Progress Monitoring
 - b. Third Grade DRA Data
 - c. Fourth Grade Go Math Progress Monitoring

IMAGINE ELEMENTARY AT NORTH LAUDERDALE CHARTER SCHOOL

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Imagine Elementary at North Lauderdale Charter School

- d. Fourth Grade MAFS FSA Practice Test Item Analysis
 - e. Fourth Grade School-Wide Intervention Group
 - f. Kindergarten End of Year Sample Spreadsheet
 - g. Third Grade End of Year Sample Spreadsheet
 - h. School-Wide FAIR Test Summaries
6. 2017-2018
- a. Second Grade Math Progress Monitoring
 - b. Third Grade Math Progress Monitoring
 - c. Early Warning System Progress Monitoring for 21st CCLC Students
 - d. Standards Mastery Progress Monitoring

Annual STAR Learning Gains

2013-2014 Learning Gains in Reading and Math

Learning Gain Imagine Schools - Grade

School
Period

Imagine Charter School at North Lauderdale
F2013-S2014

July 01, 2014
11:15:10PM

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1		Quantile 2	
						N	Mean LG	N	Mean LG
K	31	1.19	0.87	60.68	0.74	16	1.27	6	1.18
1	60	1.04	0.85	43.59	0.33	24	1.09	18	1.06
2	60	0.87	0.38	38.35	0.25	26	1.03	15	0.92
3	76	1.04	0.67	38.43	0.20	40	1.04	25	1.05
4	42	1.09	0.79	44.30	0.31	23	1.10	10	1.05
5	57	1.02	0.63	41.16	0.30	28	1.04	16	1.02
Overall	326	1.04	0.64	42.72	0.32	157	1.10	90	1.05

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1		Quantile 2	
						N	Mean LG	N	Mean LG
K	55	1.21	0.84	56.04	0.73	29	1.32	12	1.12
1	62	1.17	0.95	50.57	0.56	36	1.23	14	1.12
2	59	1.09	0.76	47.54	0.47	27	1.10	17	1.13
3	76	1.09	0.83	43.26	0.29	42	1.13	24	1.05
4	39	1.12	0.90	47.75	0.41	19	1.14	11	1.12
5	57	1.13	0.89	52.76	0.53	23	1.13	24	1.15
Overall	348	1.13	0.86	49.43	0.49	176	1.18	102	1.12

2014-2015 Learning Gains in Reading and Math



June 23, 2015
10:32:14AM

Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2014-2015

School
Period

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1	Quantile 2	Quantile 3	Quantile 4
						N	Mean LG	N	Mean LG
1	83	1.05	0.60	51.05	0.58	25	1.19	21	0.99
2	92	0.97	0.54	36.47	0.30	35	1.00	25	1.00
3	79	1.00	0.59	35.41	0.22	36	1.04	22	0.99
4	74	1.09	0.85	47.39	0.47	32	1.16	24	1.04
5	44	1.06	0.77	45.67	0.41	17	1.10	14	1.05
Overall	372	1.03	0.66	42.76	0.39	145	1.09	106	1.01

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1	Quantile 2	Quantile 3	Quantile 4
						N	Mean LG	N	Mean LG
1	83	0.98	0.42	54.54	0.61	11	1.08	13	0.95
2	92	1.04	0.61	46.32	0.53	37	1.06	21	1.08
3	78	0.99	0.51	46.63	0.44	27	1.08	16	1.01
4	74	1.10	0.73	55.24	0.57	21	1.18	25	1.09
5	44	1.05	0.66	55.48	0.64	9	1.10	11	1.10
Overall	371	1.03	0.58	51.09	0.55	105	1.09	86	1.05

2015-2016 Learning Gains in Reading and Math



Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2015-2016

School

Period

JULY 16, 2016

9:17:31AM

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
1	102	1.02	0.52	42.63	0.47	41	1.07	23	1.00
2	102	1.01	0.57	38.21	0.33	48	1.04	24	0.98
3	106	0.99	0.53	32.52	0.19	48	1.02	41	0.94
4	82	1.03	0.57	40.47	0.24	36	1.06	30	1.01
5	80	1.05	0.71	44.74	0.36	32	1.10	28	1.02
Overall	472	1.02	0.57	39.39	0.32	205	1.05	146	0.99
								76	1.00
								19	1.01
								19	0.97
								12	1.00
								11	0.97
								15	1.03
								5	0.98
								45	0.98

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
1	102	0.94	0.31	46.25	0.43	14	0.97	36	0.98
2	103	0.97	0.47	46.59	0.48	24	1.02	25	0.99
3	111	0.94	0.35	42.21	0.37	28	1.00	31	0.92
4	82	1.08	0.71	56.44	0.60	20	1.12	22	1.08
5	80	1.08	0.73	58.19	0.70	13	1.15	28	1.08
Overall	478	0.99	0.49	49.13	0.50	99	1.04	142	1.00
								127	0.98
								23	0.91
								29	0.93
								27	0.94
								27	1.05
								21	1.06
								18	1.04
								110	0.96

2016-2017 Learning Gains in Reading and Math

June 16, 2017
12:19:25PM



Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2016-2017

School
Period

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1	Quantile 2	Quantile 3	Quantile 4
						N	Mean LG	N	Mean LG
1	97	1.03	0.53	47.23	0.51	35	1.15	23	0.95
2	103	1.01	0.59	38.32	0.28	45	1.06	25	0.98
3	94	1.04	0.60	40.72	0.35	44	1.06	25	1.03
4	78	1.01	0.54	41.40	0.36	23	1.03	35	0.99
5	78	1.07	0.71	38.92	0.27	50	1.10	16	1.03
Overall	450	1.03	0.59	41.55	0.36	197	1.08	124	0.99

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quantile 1	Quantile 2	Quantile 3	Quantile 4
						N	Mean LG	N	Mean LG
1	96	0.97	0.42	53.60	0.58	7	1.11	21	1.00
2	103	1.03	0.55	47.08	0.50	35	1.08	27	1.02
3	94	0.99	0.46	46.63	0.47	27	1.06	20	0.96
4	79	1.06	0.75	57.38	0.68	16	1.09	21	1.06
5	77	1.07	0.71	57.54	0.62	17	1.12	22	1.11
Overall	449	1.02	0.57	51.99	0.56	102	1.09	111	1.03

Mini Assessment Progress Monitoring Data, 2012-2013 (Sample)																
First Name	Last Name	2.1.2 Elements of Story / Plot Structure Form A (A Gift for the General)	1.7.3 Sequencing & Main Idea Form A (The Gift)	1.7.4 Cause & Effect Form A (Colorblind)	1.7.2 Author's Purpose Form A (The Martian Landing that Never Happened)	1.6.7 Prefixes & Suffixes & 1.6.8 Antonyms, Synonyms, & Homonyms Form A (Michael Jordan)	1.7.7 Compare & Contrast Story Elements Form A (New Gift in Town)	1.7.6 Theme & Message Form A (Julia Hill)	2.1.7 Understanding Figurative Language Form A (Spacewalk)	1.7.5 Text Structures Form A (On Bicycles)	1.7.3 Sequencing & Main Idea Form B (Grandaddy's Place)	2.2.1 Text Features (Queen Bees)	6.1.1 Informational Text (Making Tracks)	1.2.3 Mixed Vocab (Old Benchmark)	2.1.2 Elements of Story Structure (Under the Rice Moon)	1.6.3 Context Clues & 1.6.9 Multiple Meanings (The History of Comics)
		50%	25	50	75	50	100%	75	50	50	75	50	25	100	75	75
		50%	25	75	75	75	50%	75	75	75	75	75	50	100	75	50
		50%	100	100	75	50	75%	75	50	100	75	50	75	0	75	50
		75%	100	50	75	50	100%	75	50	50	75	50	100	25	100	25
		50%	25	50	100	25	100%	100	25	50	100	25	100	75	75	75
		75%	25	75	75	75	75%	75	75	75	75	75	50	50	75	0
		75%	25		75	0	75%	75	0		75	0	75	50	75	75
		50%	100	75	75	75	100%	75	75	75	75	75	100	25	75	75
		100%	50	75	75	75	50%	75	75	75	75	75	100	100	100	100
		75%	100	25	100	100	100%	100	100	25	100	100	75	50	100%	100
		25%	25	100	100	75	50%	100	75	100	100	75	25	25	75%	75
		50%	50	75	75	50	50%	75	50	75	75	50	75	50	75%	75
		25%	100	50	100	75	100%	100	100	50	100	50	0	50	100%	75
		75%	100	100	100	50	100%	100	100	100	100	25	100	50	50%	75
		75%	25	75	75	75	100%	75	75	75	75	75	100	100	100%	100
		25%	75	100	75	50	25%	75	75	100	75	75	75	75	50%	100

Imagine North Lauderdale Science Mini Assessment Progress Monitoring Data, 2013-2014

Imagine North Lauderdale Science Mini Assessment Progress Monitoring Data, 2013-2014																								
Student First Name	Student Last Name	SC.5.N. 1.1	SC.5.N. 2.1	SC.5.N. 2.2	SC.5.N. 8.1	SC.5.P. 9.1	SC.5.P. 8.3	SC.4.L. 17.3	SC.4.E. 6.3	SC.5.P. 10.1	SC.5.P. 10.2	SC.5.P. 13.1	SC.5.P. 5.4	SC.4.E. 6.4	SC.5.E. 5.1	SC.5.E. 5.3	SC.4.E. 6.2	SC.5.E. 7.1	SC.5.L. 14.1	SC.3.L. 14.1	SC.5.L. 7.1	SC.5.L.1 4.2	Average	
		40	40	60	40	80	80	80	100	100	100	40	100	80	80	60	40	40	80	100	80	100	80	75.8
		0	100	80	80	80	80	80	80	100	100	100	60	40	40		40	80	80	40	60	60	41.7	
		0	40	60	40	60	40	100	20	100	40	60	80	80	80	40	80	60	60	100	60	60	56.7	
		20	60	20	80	40	20	0	60	80	40	60	60	20	20	60	20	100	80	80	20	40	47.5	
		60	40	20	20	40	20	40	20	80	80	80	80	80	60	80	60	100	80	80	60	80	62.5	
		40	60	20	40	40	0	40	60	80	80	100	60	60	100	80	60	100	20	60	80	60	60.0	
		60	100	20	60	0	80	40	20	100	80	80	80	80	60	80	80	100	80	60	100	80	68.3	
		60	40	40	40	40	80	80	60	60	100	100	100	80	40	40	40	100	40	60	100	80	66.7	
		40	40	20	40	60	80	60	80	60	100	40	80	100	100	100	100	100	40	100	80	80	75.0	
		60	80	60	60	40	60	60	60	60	80	100	80	100	40	20	40	80	40	60	40	40	41.8	
		0	40	40	60	60	40	0	40	80	40	60	80	60	100	40	80	100	100	80	80	80	76.7	
		100	60	40	40	80	60	60	40	80	40	80	60	40	80	60	80	100	40	60	80	40	54.2	
		40	40	0	60	20	40	40	20	60	60	60	60	60	60	60	40	80	60	60	60	20	59.2	
		60	60	40	20	60	20	80	40	100	80	80	20	40	40	60	60	80	80	80	80	80	57.5	
		40	80	60	40	60	40	100	100	100	80	80	60	80	40	40	80	100	80	60	60	80	59.2	
		0	60	20	20	60	20	60	60	100	20	60	60	20	20	60	20	100	80	80	60	80	75.0	
		60	40	40	20	60	40	100	80	100	80	60	100	80	40	60	60	60	100	100	100	80	55.8	
		40	40	20	0	40	20	20	0	100	40	60	100	80	40	40	60	60	100	40	80	100	67.5	
		40	40	20	0	40	20	20	0	100	40	40	60	100	80	0	80	0	80	80	0	60	44.2	
		40	60	40	40	80	100	60	40	60	80	60	80	100	20	60	100	20	100	60	100	20	61.8	
		40	20	0	20	60	20	80	40	100	60	80	20	80	60	20	80	100	100	60	100	60	75.0	
		40.95	53.33	33.33	39.05	51.43	45.71	57.14	48.57	84.76	67.62	69.52	71.43	65.83	61.67	58.18	65.83	61.67	65.83	68.33	75.83	68.33	66.67	

2013-2014 Primary Progress Monitoring Data

Last Name	First Name	Prerequisite Test	Beginning of the Year Test	Unit 1: Stick it to 'em K.G.1	Unit 2: Go Math Ch. 1 K.CC.3 K.CC.4	Unit 2: Show Two Ways! K.CC.3 K.CC.4	Unit 3 Test	Unit 3: Greater Than, Less Than K.CC.6	Unit 4: Go Math Ch. 3 K.CC.3, 5	Unit 4: Modeling Numbers K.CC.3 K.CC.5	Unit 5: Go Math Ch. 4 K.CC.2, 3, 5, 6, 7	Unit 5: Show Me the Number! K.CC.2, 3, 5, 6, 7	Unit 5: Identify and Describe Two-Dimensional Shapes (Ch. 9) K.G.2, 4, 6	Performance Task: Shapes Sort K.G.2, 4, 6	Unit 7: Decomposition of Numbers 0-10 (Ch. 3 and 4) K.OA.1, 2, 3, 4	Performance Task: Sammy's Snack K.OA.1, 2, 3, 4	Unit 8: Understanding Addition and Subtraction Concepts K.OA.1, 2, 3, 4 (Ch. 5 and 6)	Performance Task: Noah Goes Fishing K.OA.1, 2, 3, 4	Unit 9: Addition and Subtraction in Real-World Applications (Ch. 5 and 6) K.OA.1, 2, 3, 4	Performance Task: Emily's Birthday Party K.OA.1, 2, 3, 4	Unit 10: Represent, Count and Write 11-20 (Ch. 7 and 8) K.NBT.1 K.CC.1, 2, 3, 5, 6	Performance Task: Mystery Numbers K.NBT.1 K.CC.1, 2, 3, 5, 6	Counting to 100 K.CC.1, 2
Class Average		66%	60%	67%	90%	75%	80%	95%	93%	78%	88%	88%	92%	67%	91%	78%	81%	44%	67%	71%	86%	82%	73%
		17%	16%	67%	82%	33%	24%	100%	81%	33%	71%	67%	63%	33%	40%	63%	57%	0%	17%	100%	58%	33%	50%
		50%	34%	67%	59%	0%	25%	67%	75%	67%	88%	67%	100%	100%	90%	67%	100%	33%	83%	100%	100%	100%	33%
		75%	69%	100%	100%	100%	100%	100%	94%	100%	88%	100%	100%	100%	100%	100%	93%	33%	58%	67%	100%	100%	100%
		54%	59%	67%	88%	67%	94%	100%	88%	100%	76%	100%	66%	33%	80%	67%	50%	33%	58%	67%	100%	100%	100%
		75%	69%	67%	100%	100%	100%	100%	94%	100%	88%	100%	94%	100%	100%	100%	100%	33%	58%	67%	100%	100%	100%
		83%	66%	67%	100%	100%	100%	100%	100%	100%	88%	100%	100%	100%	100%	100%	86%	0%	100%	100%	100%	100%	100%
		83%	81%	33%	94%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%	67%	75%	67%	100%	100%	100%
		46%	19%	100%	88%	67%	100%	100%	100%	100%	94%	100%	88%	100%	100%	100%	100%	33%	92%	100%	100%	100%	100%
		75%	84%	67%	94%	100%	100%	100%	94%	100%	71%	67%	88%	33%	100%	100%	79%	33%	25%	100%	100%	100%	100%
		50%	59%	33%	94%	100%	100%	100%	88%	100%	94%	100%	100%	100%	100%	100%	86%	100%	100%	100%	100%	100%	100%
		83%	81%	100%	94%	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	71%	67%	42%	67%	100%	100%	100%
		83%	81%	67%	94%	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	67%	100%	100%	100%	100%	100%
				33%	82%	33%	41%	67%	100%	100%	82%	67%	94%	33%	80%	67%	71%	0%	67%	33%	50%	100%	100%
									88%	67%	71%	100%	88%	33%	100%	0%	57%	33%	50%	33%	50%	100%	35%
										33%	71%	100%			100%		71%						

[illegible]

2014-2015 Co-Math Progress Monitoring Data, 2nd Grade

Pay Point	Learning Skills by Assessment	Paraphrasing Extension	1st Year	Unit 1: Assessment		Unit 2: Assessment		Unit 3: Assessment		Unit 4: Assessment		Unit 5: Assessment		Unit 6: Assessment		Unit 7: Assessment		Unit 8: Assessment		Unit 9: Assessment		Unit 10: Assessment		Unit 11: Assessment		Unit 12: Assessment		Unit 13: Assessment		Unit 14: Assessment		Unit 15: Assessment		Unit 16: Assessment		Unit 17: Assessment		Unit 18: Assessment		Unit 19: Assessment		Unit 20: Assessment		Unit 21: Assessment		Unit 22: Assessment		Unit 23: Assessment		Unit 24: Assessment		Unit 25: Assessment		Unit 26: Assessment		Unit 27: Assessment		Unit 28: Assessment		Unit 29: Assessment		Unit 30: Assessment		Unit 31: Assessment		Unit 32: Assessment		Unit 33: Assessment		Unit 34: Assessment		Unit 35: Assessment		Unit 36: Assessment		Unit 37: Assessment		Unit 38: Assessment		Unit 39: Assessment		Unit 40: Assessment		Unit 41: Assessment		Unit 42: Assessment		Unit 43: Assessment		Unit 44: Assessment		Unit 45: Assessment		Unit 46: Assessment		Unit 47: Assessment		Unit 48: Assessment		Unit 49: Assessment		Unit 50: Assessment		Unit 51: Assessment		Unit 52: Assessment		Unit 53: Assessment		Unit 54: Assessment		Unit 55: Assessment		Unit 56: Assessment		Unit 57: Assessment		Unit 58: Assessment		Unit 59: Assessment		Unit 60: Assessment		Unit 61: Assessment		Unit 62: Assessment		Unit 63: Assessment		Unit 64: Assessment		Unit 65: Assessment		Unit 66: Assessment		Unit 67: Assessment		Unit 68: Assessment		Unit 69: Assessment		Unit 70: Assessment		Unit 71: Assessment		Unit 72: Assessment		Unit 73: Assessment		Unit 74: Assessment		Unit 75: Assessment		Unit 76: Assessment		Unit 77: Assessment		Unit 78: Assessment		Unit 79: Assessment		Unit 80: Assessment		Unit 81: Assessment		Unit 82: Assessment		Unit 83: Assessment		Unit 84: Assessment		Unit 85: Assessment		Unit 86: Assessment		Unit 87: Assessment		Unit 88: Assessment		Unit 89: Assessment		Unit 90: Assessment		Unit 91: Assessment		Unit 92: Assessment		Unit 93: Assessment		Unit 94: Assessment		Unit 95: Assessment		Unit 96: Assessment		Unit 97: Assessment		Unit 98: Assessment		Unit 99: Assessment		Unit 100: Assessment		Unit 101: Assessment		Unit 102: Assessment		Unit 103: Assessment		Unit 104: Assessment		Unit 105: Assessment		Unit 106: Assessment		Unit 107: Assessment		Unit 108: Assessment		Unit 109: Assessment		Unit 110: Assessment		Unit 111: Assessment		Unit 112: Assessment		Unit 113: Assessment		Unit 114: Assessment		Unit 115: Assessment		Unit 116: Assessment		Unit 117: Assessment		Unit 118: Assessment		Unit 119: Assessment		Unit 120: Assessment		Unit 121: Assessment		Unit 122: Assessment		Unit 123: Assessment		Unit 124: Assessment		Unit 125: Assessment		Unit 126: Assessment		Unit 127: Assessment		Unit 128: Assessment		Unit 129: Assessment		Unit 130: Assessment		Unit 131: Assessment		Unit 132: Assessment		Unit 133: Assessment		Unit 134: Assessment		Unit 135: Assessment		Unit 136: Assessment		Unit 137: Assessment		Unit 138: Assessment		Unit 139: Assessment		Unit 140: Assessment		Unit 141: Assessment		Unit 142: Assessment		Unit 143: Assessment		Unit 144: Assessment		Unit 145: Assessment		Unit 146: Assessment		Unit 147: Assessment		Unit 148: Assessment		Unit 149: Assessment		Unit 150: Assessment		Unit 151: Assessment		Unit 152: Assessment		Unit 153: Assessment		Unit 154: Assessment		Unit 155: Assessment		Unit 156: Assessment		Unit 157: Assessment		Unit 158: Assessment		Unit 159: Assessment		Unit 160: Assessment		Unit 161: Assessment		Unit 162: Assessment		Unit 163: Assessment		Unit 164: Assessment		Unit 165: Assessment		Unit 166: Assessment		Unit 167: Assessment		Unit 168: Assessment		Unit 169: Assessment		Unit 170: Assessment		Unit 171: Assessment		Unit 172: Assessment		Unit 173: Assessment		Unit 174: Assessment		Unit 175: Assessment		Unit 176: Assessment		Unit 177: Assessment		Unit 178: Assessment		Unit 179: Assessment		Unit 180: Assessment		Unit 181: Assessment		Unit 182: Assessment		Unit 183: Assessment		Unit 184: Assessment		Unit 185: Assessment		Unit 186: Assessment		Unit 187: Assessment		Unit 188: Assessment		Unit 189: Assessment		Unit 190: Assessment		Unit 191: Assessment		Unit 192: Assessment		Unit 193: Assessment		Unit 194: Assessment		Unit 195: Assessment		Unit 196: Assessment		Unit 197: Assessment		Unit 198: Assessment		Unit 199: Assessment		Unit 200: Assessment		Unit 201: Assessment		Unit 202: Assessment		Unit 203: Assessment		Unit 204: Assessment		Unit 205: Assessment		Unit 206: Assessment		Unit 207: Assessment		Unit 208: Assessment		Unit 209: Assessment		Unit 210: Assessment		Unit 211: Assessment		Unit 212: Assessment		Unit 213: Assessment		Unit 214: Assessment		Unit 215: Assessment		Unit 216: Assessment		Unit 217: Assessment		Unit 218: Assessment		Unit 219: Assessment		Unit 220: Assessment		Unit 221: Assessment		Unit 222: Assessment		Unit 223: Assessment		Unit 224: Assessment		Unit 225: Assessment		Unit 226: Assessment		Unit 227: Assessment		Unit 228: Assessment		Unit 229: Assessment		Unit 230: Assessment		Unit 231: Assessment		Unit 232: Assessment		Unit 233: Assessment		Unit 234: Assessment		Unit 235: Assessment		Unit 236: Assessment		Unit 237: Assessment		Unit 238: Assessment		Unit 239: Assessment		Unit 240: Assessment		Unit 241: Assessment		Unit 242: Assessment		Unit 243: Assessment		Unit 244: Assessment		Unit 245: Assessment		Unit 246: Assessment		Unit 247: Assessment		Unit 248: Assessment		Unit 249: Assessment		Unit 250: Assessment		Unit 251: Assessment		Unit 252: Assessment		Unit 253: Assessment		Unit 254: Assessment		Unit 255: Assessment		Unit 256: Assessment		Unit 257: Assessment		Unit 258: Assessment		Unit 259: Assessment		Unit 260: Assessment		Unit 261: Assessment		Unit 262: Assessment		Unit 263: Assessment		Unit 264: Assessment		Unit 265: Assessment		Unit 266: Assessment		Unit 267: Assessment		Unit 268: Assessment		Unit 269: Assessment		Unit 270: Assessment		Unit 271: Assessment		Unit 272: Assessment		Unit 273: Assessment		Unit 274: Assessment		Unit 275: Assessment		Unit 276: Assessment		Unit 277: Assessment		Unit 278: Assessment		Unit 279: Assessment		Unit 280: Assessment		Unit 281: Assessment		Unit 282: Assessment		Unit 283: Assessment		Unit 284: Assessment		Unit 285: Assessment		Unit 286: Assessment		Unit 287: Assessment		Unit 288: Assessment		Unit 289: Assessment		Unit 290: Assessment		Unit 291: Assessment		Unit 292: Assessment		Unit 293: Assessment		Unit 294: Assessment		Unit 295: Assessment		Unit 296: Assessment		Unit 297: Assessment		Unit 298: Assessment		Unit 299: Assessment		Unit 300: Assessment		Unit 301: Assessment		Unit 302: Assessment		Unit 303: Assessment		Unit 304: Assessment		Unit 305: Assessment		Unit 306: Assessment		Unit 307: Assessment		Unit 308: Assessment		Unit 309: Assessment		Unit 310: Assessment		Unit 311: Assessment		Unit 312: Assessment		Unit 313: Assessment		Unit 314: Assessment		Unit 315: Assessment		Unit 316: Assessment		Unit 317: Assessment		Unit 318: Assessment		Unit 319: Assessment		Unit 320: Assessment		Unit 321: Assessment		Unit 322: Assessment		Unit 323: Assessment		Unit 324: Assessment		Unit 325: Assessment		Unit 326: Assessment		Unit 327: Assessment		Unit 328: Assessment		Unit 329: Assessment		Unit 330: Assessment		Unit 331: Assessment		Unit 332: Assessment		Unit 333: Assessment		Unit 334: Assessment		Unit 335: Assessment		Unit 336: Assessment		Unit 337: Assessment		Unit 338: Assessment		Unit 339: Assessment		Unit 340: Assessment		Unit 341: Assessment		Unit 342: Assessment		Unit 343: Assessment		Unit 344: Assessment		Unit 345: Assessment		Unit 346: Assessment		Unit 347: Assessment		Unit 348: Assessment		Unit 349: Assessment		Unit 350: Assessment		Unit 351: Assessment		Unit 352: Assessment		Unit 353: Assessment		Unit 354: Assessment		Unit 355: Assessment		Unit 356: Assessment		Unit 357: Assessment		Unit 358: Assessment		Unit 359: Assessment		Unit 360: Assessment		Unit 361: Assessment		Unit 362: Assessment		Unit 363: Assessment		Unit 364: Assessment		Unit 365: Assessment		Unit 366: Assessment		Unit 367: Assessment		Unit 368: Assessment		Unit 369: Assessment		Unit 370: Assessment		Unit 371: Assessment		Unit 372: Assessment		Unit 373: Assessment		Unit 374: Assessment		Unit 375: Assessment		Unit 376: Assessment		Unit 377: Assessment		Unit 378: Assessment		Unit 379: Assessment		Unit 380: Assessment		Unit 381: Assessment		Unit 382: Assessment		Unit 383: Assessment		Unit 384: Assessment		Unit 385: Assessment		Unit 386: Assessment		Unit 387: Assessment		Unit 388: Assessment		Unit 389: Assessment		Unit 390: Assessment		Unit 391: Assessment		Unit 392: Assessment		Unit 393: Assessment		Unit 394: Assessment		Unit 395: Assessment		Unit 396: Assessment		Unit 397: Assessment		Unit 398: Assessment		Unit 399: Assessment		Unit 400: Assessment		Unit 401: Assessment		Unit 402: Assessment		Unit 403: Assessment		Unit 404: Assessment		Unit 405: Assessment		Unit 406: Assessment		Unit 407: Assessment		Unit 408: Assessment		Unit 409: Assessment		Unit 410: Assessment		Unit 411: Assessment		Unit 412: Assessment		Unit 413: Assessment		Unit 414: Assessment		Unit 415: Assessment		Unit 416: Assessment		Unit 417: Assessment		Unit 418: Assessment		Unit 419: Assessment		Unit 420: Assessment		Unit 421: Assessment		Unit 422: Assessment		Unit 423: Assessment		Unit 424: Assessment		Unit 425: Assessment		Unit 426: Assessment		Unit 427: Assessment		Unit 428: Assessment		Unit 429: Assessment		Unit 430: Assessment		Unit 431: Assessment		Unit 432: Assessment		Unit 433: Assessment		Unit 434: Assessment		Unit 435: Assessment		Unit 436: Assessment		Unit 437: Assessment		Unit 438: Assessment		Unit 439: Assessment		Unit 440: Assessment		Unit 441: Assessment		Unit 442: Assessment		Unit 443: Assessment		Unit 444: Assessment		Unit 445: Assessment		Unit 446: Assessment		Unit 447: Assessment		Unit 448: Assessment		Unit 449: Assessment		Unit 450: Assessment		Unit 451: Assessment		Unit 452: Assessment		Unit 453: Assessment		Unit 454: Assessment		Unit 455: Assessment		Unit 456: Assessment		Unit 457: Assessment		Unit 458: Assessment		Unit 459: Assessment		Unit 460: Assessment		Unit 461: Assessment		Unit 462: Assessment		Unit 463: Assessment		Unit 464: Assessment		Unit 465: Assessment		Unit 466: Assessment		Unit 467: Assessment		Unit 468: Assessment		Unit 469: Assessment		Unit 470: Assessment		Unit 471: Assessment		Unit 472: Assessment		Unit 473: Assessment		Unit 474: Assessment		Unit 475: Assessment		Unit 476: Assessment		Unit 477: Assessment		Unit 478: Assessment		Unit 479: Assessment		Unit 480: Assessment		Unit 481: Assessment		Unit 482: Assessment		Unit 483: Assessment		Unit 484: Assessment		Unit 485: Assessment		Unit 486: Assessment		Unit 487: Assessment		Unit 488: Assessment		Unit 489: Assessment		Unit 490: Assessment		Unit 491: Assessment		Unit 492: Assessment		Unit 493: Assessment		Unit 494: Assessment		Unit 495: Assessment		Unit 496: Assessment		Unit 497: Assessment		Unit 498: Assessment		Unit 499: Assessment		Unit 500: Assessment		Unit 501: Assessment		Unit 502: Assessment		Unit 503: Assessment		Unit 504: Assessment		Unit 505: Assessment		Unit 506: Assessment		Unit 507: Assessment		Unit 508: Assessment		Unit 509: Assessment		Unit 510: Assessment		Unit 511: Assessment		Unit 512: Assessment		Unit 513: Assessment		Unit 514: Assessment		Unit 515: Assessment		Unit 516: Assessment		Unit 517: Assessment		Unit 518: Assessment		Unit 519: Assessment		Unit 520: Assessment		Unit 521: Assessment		Unit 522: Assessment		Unit 523: Assessment		Unit 524: Assessment		Unit 525: Assessment		Unit 526: Assessment		Unit 527: Assessment		Unit 528: Assessment		Unit 529: Assessment		Unit 530: Assessment		Unit 531: Assessment		Unit 532: Assessment		Unit 533: Assessment		Unit 534: Assessment		Unit 535: Assessment		Unit 536: Assessment		Unit 537: Assessment		Unit 538: Assessment		Unit 539: Assessment		Unit 540: Assessment		Unit 541: Assessment		Unit 542: Assessment		Unit 543: Assessment		Unit 544: Assessment		Unit 545: Assessment		Unit 546: Assessment		Unit 547: Assessment		Unit 548: Assessment		Unit 549: Assessment		Unit 550: Assessment		Unit 551: Assessment		Unit 552: Assessment		Unit 553: Assessment		Unit 554: Assessment		Unit 555: Assessment		Unit 556: Assessment		Unit 557: Assessment		Unit 558: Assessment		Unit 559: Assessment		Unit 560: Assessment		Unit 561: Assessment		Unit 562: Assessment		Unit 563: Assessment		Unit 564: Assessment		Unit 565: Assessment		Unit 566: Assessment		Unit 567: Assessment		Unit 568: Assessment		Unit 569: Assessment		Unit 570: Assessment		Unit 571: Assessment		Unit 572: Assessment		Unit 573: Assessment		Unit 574: Assessment		Unit 575: Assessment		Unit 576: Assessment		Unit 577: Assessment		Unit 578: Assessment		Unit 579: Assessment		Unit 580: Assessment		Unit 581: Assessment		Unit 582: Assessment		Unit 583: Assessment		Unit 584: Assessment		Unit 585: Assessment		Unit 586: Assessment		Unit 587: Assessment		Unit 588: Assessment		Unit 589: Assessment		Unit 590: Assessment		Unit 591: Assessment		Unit 592: Assessment		Unit 593: Assessment		Unit 594: Assessment		Unit 595: Assessment		Unit 596: Assessment		Unit 597: Assessment		Unit 598: Assessment		Unit 599: Assessment		Unit 600: Assessment		Unit 601: Assessment		Unit 602: Assessment		Unit 603: Assessment		Unit 604: Assessment		Unit 605: Assessment		Unit 606: Assessment		Unit 607: Assessment		Unit 608: Assessment		Unit 609: Assessment		Unit 610: Assessment		Unit 611: Assessment		Unit 612: Assessment		Unit 613: Assessment		Unit 614: Assessment		Unit 615: Assessment		Unit 616: Assessment		Unit 617: Assessment		Unit 618: Assessment		Unit 619: Assessment		Unit 620: Assessment		Unit 621: Assessment		Unit 622: Assessment		Unit 623: Assessment		Unit 624: Assessment		Unit 625: Assessment		Unit 626: Assessment		Unit 627: Assessment		Unit 628: Assessment		Unit 629: Assessment		Unit 630: Assessment		Unit 631: Assessment		Unit 632: Assessment		Unit 633: Assessment		Unit 634: Assessment		Unit 635: Assessment		Unit 636: Assessment		Unit 637: Assessment		Unit 638: Assessment		Unit 639: Assessment		Unit 640: Assessment		Unit 641: Assessment		Unit 642: Assessment		Unit 643: Assessment		Unit 644: Assessment		Unit 645: Assessment		Unit 646: Assessment		Unit 647: Assessment		Unit 648: Assessment		Unit 649: Assessment		Unit 650: Assessment		Unit 651: Assessment		Unit 652: Assessment		Unit 653: Assessment		Unit 654: Assessment		Unit 655: Assessment		Unit 656: Assessment		Unit 657: Assessment		Unit 658: Assessment		Unit 659: Assessment		Unit 660: Assessment		Unit 661: Assessment		Unit 662: Assessment		Unit 663: Assessment		Unit 664: Assessment		Unit 665: Assessment		Unit 666: Assessment		Unit 667: Assessment		Unit 668: Assessment		Unit 669: Assessment		Unit 670: Assessment		Unit 671: Assessment		Unit 672: Assessment		Unit 673: Assessment		Unit 674: Assessment		Unit 675: Assessment		Unit 676: Assessment		Unit 677: Assessment		Unit 678: Assessment		Unit 679: Assessment		Unit 680: Assessment		Unit 681: Assessment		Unit 682: Assessment		Unit 683: Assessment		Unit 684: Assessment		Unit 685: Assessment		Unit 686: Assessment		Unit 687: Assessment		Unit 688: Assessment		Unit 689: Assessment		Unit 690: Assessment		Unit 691: Assessment		Unit 692: Assessment		Unit 693: Assessment		Unit 694: Assessment		Unit 695: Assessment		Unit 696: Assessment		Unit 697: Assessment		Unit 698: Assessment		Unit 699: Assessment		Unit 700: Assessment		Unit 701: Assessment		Unit 702: Assessment		Unit 703: Assessment		Unit 704: Assessment		Unit 705: Assessment		Unit 706: Assessment		Unit 707: Assessment		Unit 708: Assessment		Unit 709: Assessment		Unit 710: Assessment		Unit 711: Assessment		Unit 712: Assessment		Unit 713: Assessment		Unit 714: Assessment		Unit 715: Assessment		Unit 716: Assessment		Unit 717: Assessment		Unit 718: Assessment		Unit 719: Assessment		Unit 720: Assessment		Unit 721: Assessment		Unit 722: Assessment		Unit 723: Assessment		Unit 724: Assessment		Unit 725: Assessment		Unit 726: Assessment		Unit 727: Assessment		Unit 728: Assessment		Unit 729: Assessment		Unit 730: Assessment		Unit 731: Assessment		Unit 732: Assessment		Unit 733: Assessment		Unit 734: Assessment		Unit 735: Assessment		Unit 736: Assessment		Unit 737: Assessment		Unit 738: Assessment		Unit 739: Assessment		Unit 740: Assessment		Unit 741: Assessment		Unit 742: Assessment		Unit 743: Assessment		Unit 744: Assessment		Unit 745: Assessment		Unit 746: Assessment		Unit 747: Assessment		Unit 748: Assessment		Unit 749: Assessment		Unit 750: Assessment		Unit 751: Assessment		Unit 752: Assessment		Unit 753: Assessment		Unit 754: Assessment		Unit 755: Assessment		Unit 756: Assessment		Unit 757: Assessment		Unit 758: Assessment		Unit 759: Assessment		Unit 760: Assessment		Unit 761: Assessment		Unit 762: Assessment		Unit 763: Assessment		Unit 764: Assessment		Unit 765: Assessment		Unit 766: Assessment		Unit 767: Assessment		Unit 768: Assessment		Unit 769: Assessment		Unit 770: Assessment		Unit 771: Assessment		Unit 772: Assessment		Unit 773: Assessment		Unit 774: Assessment		Unit 775: Assessment		Unit 776: Assessment		Unit 777: Assessment		Unit 778: Assessment		Unit 779: Assessment		Unit 780: Assessment		Unit 781: Assessment		Unit 782: Assessment		Unit 783: Assessment		Unit 784: Assessment		Unit 785: Assessment		Unit 786: Assessment		Unit 787: Assessment		Unit 788: Assessment		Unit 789: Assessment		Unit 790: Assessment		Unit 791: Assessment		Unit 792: Assessment		Unit 793: Assessment		Unit 794: Assessment		Unit 795: Assessment		Unit 796: Assessment		Unit 797: Assessment		Unit 798: Assessment		Unit 799: Assessment		Unit 800: Assessment		Unit 801: Assessment		Unit 802: Assessment		Unit 803: Assessment		Unit 804: Assessment		Unit 805: Assessment		Unit 806: Assessment		Unit 807: Assessment		Unit 808: Assessment		Unit 809: Assessment		Unit 810: Assessment		Unit 811: Assessment		Unit 812: Assessment		Unit 813: 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2014-2015 2nd Grade Primary End of Year Results Spreadsheet

RL. 2.1	RL. 2.2	RL. 2.3	RL. 2.4	RL. 2.5	RL. 2.6	RL. 2.7	RL. 2.9	RI. 2.1	RI. 2.2	RI. 2.3	RI. 2.4	RI. 2.5	RI. 2.6	RI. 2.7	RI. 2.8	RI. 2.9	L. 2. 4	L.2 .4a	L.2 .4b	L.2 .4c	L.2 .4d	L. 2. 5	L.2 .5a	L.2 .5b	Per cent Cor rect
2	2	2	0	2	1	1	2	1	1	1	2	1	1	2	1	2	0	0	1	0	1	1	0	1	67%
2	2	1	1	1	1	1	2	2	2	2	1	1	1	2	1	2	0	0	1	1	1	1	1	1	74%
2	1	1	0	1	2	1	1	1	2	1	2	2	2	0	1	1	1	1	0	1	0	1	1	0	62%
2	2	1	1	2	1	1	2	1	2	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	57%
1	2	0	0	2	1	1	2	1	2	1	2	0	1	1	1	2	1	1	0	1	1	1	1	0	62%
2	2	0	2	2	1	2	2	2	2	2	2	2	2	1	2	2	0	1	1	1	1	1	1	1	88%
1	0	1	1	1	0	1	1	2	1	1	1	0	0	2	0	2	1	1	1	0	0	0	1	1	48%
2	2	0	1	2	0	2	0	2	1	2	2	1	1	2	1	2	0	0	1	1	1	1	1	1	69%
1	1	0	2	1	2	1	1	1	2	1	1	2	2	1	1	0	1	1	0	1	1	1	0	1	62%
2	2	0	0	2	1	2	2	1	2	1	2	2	1	2	1	2	0	1	1	1	0	1	1	1	74%
2	1	1	0	2	1	0	1	1	1	2	2	0	2	0	2	1	1	1	1	1	1	1	0	0	62%
1	2	0	1	2	0	0	1	0	2	1	1	2	1	0	1	1	0	1	0	1	1	1	1	0	50%
2	2	1	0	2	2	1	1	1	2	1	1	2	2	1	0	2	0	1	0	1	1	1	1	0	67%
2	2	0	2	2	1	1	2	1	2	1	2	2	1	0	2	2	0	1	0	1	0	1	0	1	69%
2	2	0	2	2	2	1	0	0	2	1	2	2	2	1	1	2	0	0	0	1	1	1	0	1	67%
2	2	1	1	2	2	2	2	1	2	2	2	1	1	2	2	2	1	1	0	0	1	1	1	1	86%
2	2	1	1	2	2	2	1	0	2	1	2	1	0	1	1	0	0	1	0	1	1	1	1	1	57%

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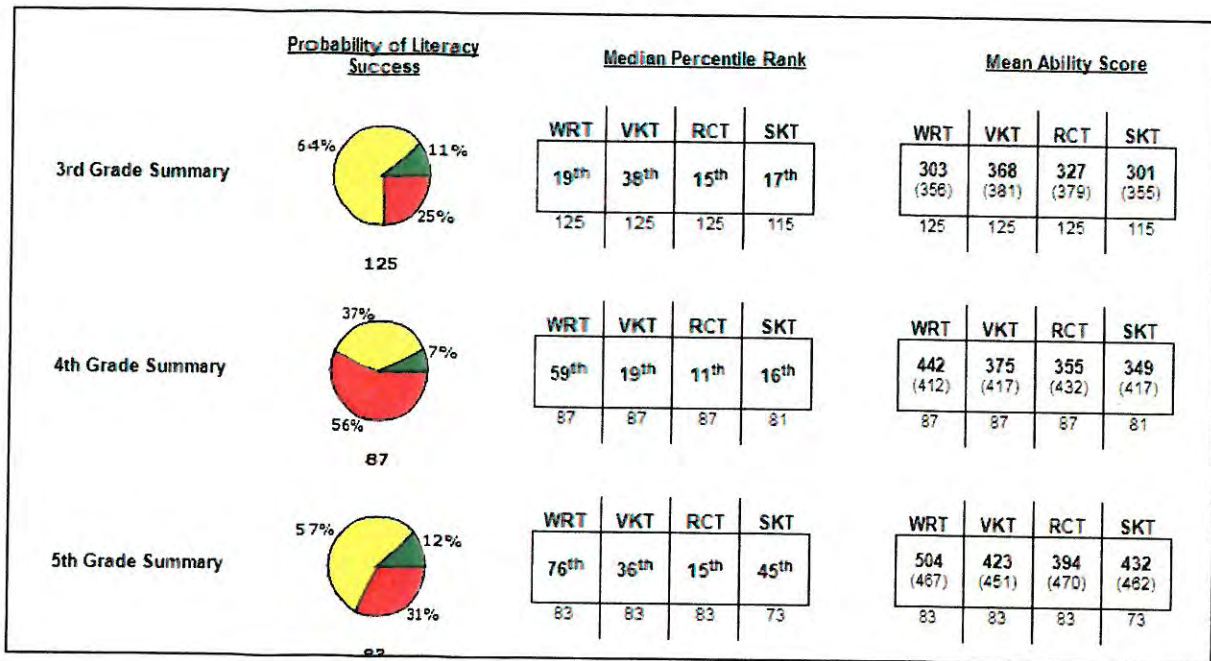
100%	100%	50%	3	25%	50%	25%	50%	0	25%	75%	25%	1	3
100%	0%	25%	2	25%	25%	25%	50%	0	25%	25%	100%	1	0
0%	0%	50%	0	25%	50%	25%	50%	0	50%	25%	25%	1	2
0%	100%	50%	1	25%	25%	25%	25%	0	25%	75%	25%	1	0
100%	100%	50%	3	100%	100%	100%	75%	4	25%	25%	25%	1	6
0%	0%	50%	1	25%	50%	100%	50%	1	25%	100%	25%	1	0
0%	100%	100%	1	100%	100%	100%	100%	1	25%	25%	25%	1	0
0%	0%	50%	2	25%	25%	25%	25%	2	25%	50%	25%	1	3
100%	100%	25%	2	100%	100%	100%	25%	2	25%	25%	25%	0	0
0%	0%	25%	2	25%	25%	25%	25%	0	25%	25%	100%	1	1
100%	0%	50%	1	25%	50%	25%	25%	0	25%	25%	100%	2	1
100%	0%	25%	3	100%	100%	100%	25%	2	25%	50%	100%	1	1
100%	0%	50%	2	25%	25%	25%	25%	2	25%	100%	100%	1	1
0%	0%	50%	1	100%	50%	25%	50%	0	25%	100%	25%	2	1
0%	0%	25%	1	25%	25%	25%	25%	2	25%	100%	25%	2	0
0%	0%	25%	0	100%	50%	25%	75%	2	25%	100%	25%	0	2
100%	100%	75%	3	25%	50%	25%	75%	1	25%	75%	25%	1	5
0%	100%	100%	3	25%	25%	25%	100%	1	25%	100%	100%	2	4
0%	0%	100%	2	25%	100%	100%	75%	3	25%	100%	100%	3	6
0%	0%	100%	3	100%	100%	100%	100%	4	25%	75%	100%	3	8
0%	100%	100%	2	25%	25%	25%	100%	2	25%	25%	100%	2	2
0%	0%	25%	1	25%	100%	100%	100%	1	25%	25%	25%	0	0
100%	100%	100%	2	25%	25%	25%	100%	1	25%	100%	25%	2	2
0%	0%	75%	4	25%	50%	25%	100%	1	25%	50%	100%	2	5
0%	0%	100%	2	100%	100%	100%	100%	3	25%	100%	100%	2	2
0%	0%	75%	2	25%	25%	25%	75%	1	25%	50%	25%	1	1
100%	0%	100%	1	100%	25%	25%	25%	1	25%	100%	25%	1	2
100%	0%	100%	2	25%	75%	25%	75%	2	25%	25%	25%	0	1
0%	0%	100%	3	25%	25%	25%	100%	2	25%	50%	100%	1	2
0%	0%	100%	2	25%	25%	25%	75%	2	25%	25%	25%	0	1
0%	0%	75%	2	25%	75%	100%	25%	2	50%	75%	25%	1	1
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0%	100%	75%	3	100%	100%	100%	75%	1	25%	100%	100%	2	3
0%	100%	75%	2	25%	100%	100%	100%	4	25%	75%	25%	2	6
25%	100%	100%	2	25%	25%	25%	100%	2	25%	75%	25%	1	2
0%	0%	25%	2	25%	25%	25%	75%	1	25%	50%	100%	2	1
0%	0%	25%	0	25%	25%	25%	25%	0	25%	100%	100%	2	0
100%	100%	100%	4	25%	50%	25%	100%	1	50%	75%	100%	3	7
100%	0%	75%	2	100%	25%	25%	25%	1	25%	75%	25%	1	1
0%	0%	75%	2	25%	25%	25%	25%	0	25%	75%	100%	2	1
0%	0%	50%	0	25%	25%	25%	50%	0	25%	50%	25%	0	1
100%	100%	75%	3	25%	25%	25%	75%	1	25%	75%	25%	2	4
0%	0%	75%	1	25%	25%	25%	100%	0	25%	50%	25%	0	2
0%	0%	100%	1	25%	25%	25%	100%	1	25%	75%	25%	2	2
0%	0%	75%	2	25%	25%	25%	75%	1	25%	75%	25%	1	1
100%	0%	50%	1	25%	25%	25%	50%	0	25%	25%	25%	0	0
0%	0%	75%	1	25%	25%	25%	25%	0	25%	50%	25%	0	0
0%	100%	75%	2	25%	100%	100%	75%	2	25%	75%	25%	2	3
0%	0%	25%	0	25%	100%	100%	25%	1	25%	100%	100%	2	0
100%	100%	100%	3	25%	25%	25%	25%	0	25%	100%	100%	2	2
0%	0%	75%	2	25%	25%	25%	75%	2	25%	75%	25%	2	2
0%	0%	75%	1	100%	25%	25%	25%	2	25%	100%	100%	3	3
0%	0%	25%	0	100%	25%	25%	25%	1	25%	75%	100%	0	0
100%	100%	75%	3	100%	25%	25%	50%	1	100%	50%	100%	2	2
0%	0%	75%	3	25%	25%	25%	25%	0	25%	50%	25%	1	2
0%	0%	75%	1	25%	100%	100%	25%	1	25%	75%	25%	1	2

2015-2016 Fifth Grade Promotion/Retention Spreadsheet

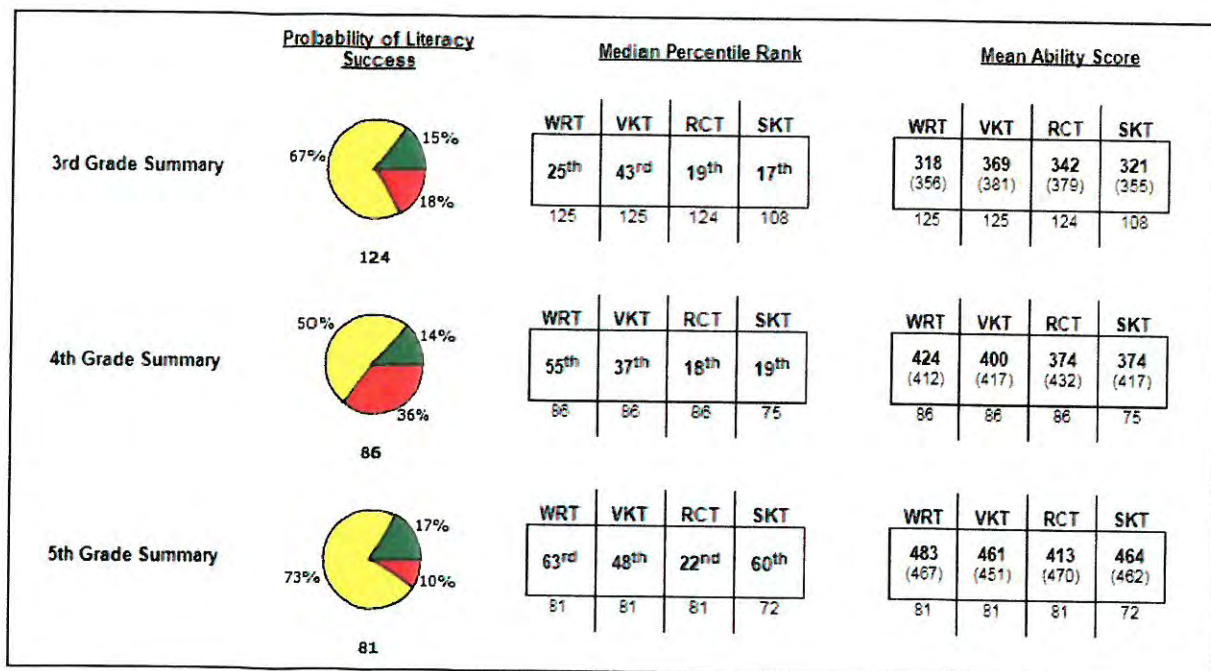
Teacher	Student First Name	Student Last Name	Promote/ Retain	ELL/ Entry Date	ESE	Grades Previous Y Retained In	Criteria #1		Criteria #2		Criteria #3	DOES NOT COUNT FOR PROMOTION, ONLY PMP			
							Level 2 + FSA Reading	Level 2 + FSA Math	70%+ Benchmark Unit 5 Reading	60%+ Common Core EOY Math		DRA Level (50+)	Accurac y (90% +)	Comprehen sion Level (Instruction al +)	
			R				1	2	54%	46%	55%	40	99	Instructional	
			P				3	3	71%	62%		70	99	Instructional	
			P-3		Yes	3	1	1	60%	28%	60%	50	99	Instructional	
			P				2	2	77%	46%	63%	60	0.98	Instructional	
			R				1	1	43%	24%	53%	60	99	Instructional	
			P-3			3	1	3	60%	76%		50	0.99	Instructional	
			P				2	3	80%	66%		60	99	Instructional	
			P				2	2	80%	48%	88%	60	0.98	Instructional	
			P				3	3	89%	70%		80	99	Instructional	
			P				3	4	94%	82%		70	99	Instructional	
			P				3	3	89%	74%		70	99	Instructional	
			P-3				1	1	80%	48%	78%	70	97	Instructional	
			P			3	3	2	91%	46%	80%	60	99	Instructional	
			P				3	2	86%	40%	68%	60	99	Instructional	
			P-3				2	1	83%	46%	73%	60	98	Instructional	
			P				2	2	83%	50%	65%	60	96	Instructional	
			P				2	2	86%	48%	83%	60	99	Instructional	
			P				3	2	86%	44%	70%	70	98	Instructional	
			P				2	2	86%	56%	60.00%	70	100	Instructional	
			R				2	1	69%	32%	40.00%	60	99	Instructional	
			P		Yes	1,3	1	3	80%	46%	GC	60	97	Instructional	
			P				3	2	97%	74%		60	99	Instructional	
			P				1	1	94%	76%		50	98	Instructional	
			P	7/8/2010			3	3	86%	80%		40	55	Instructional	
			P				2	2	74%	58%	45%	60	97	Instructional	
			P-5		Yes	1	1	1	43%	52%	GC	30	95	Instructional	
			P			3	2	2	94%	72%		40	95	Instructional	
			P-5			1,3	1	1	46%	46%	GC	30	99	Instructional	
			P				2	4	94%	86%		60	99	Instructional	
			P				3	3	91%	84%		60	99	Instructional	
			P	8/23/10			2	1	89%	68%		50	98	Instructional	
			P	10/18/12	Yes	3	2	3	100%	96%		50	99	Instructional	
			P				2	1	94%	84%		50	99	Instructional	
			P				2	3	66%	66%		50	100	Instructional	
			P				2	1	97%	74%		30	99	Instructional	
			P-1	8/22/14			1	1	66%	52%	75%	16	95	Instructional	

[illegible]

2015-2016 FAIR AP 1



2015-2016 FAIR AP 2



Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

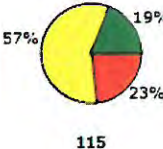


Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opt's In to District's Plan, On File in Charter Tools**

2015-2016 FAIR AP 3

	<u>Probability of Literacy Success</u>	<u>Median Percentile Rank</u>	<u>Mean Ability Score</u>																								
3rd Grade Summary	 <p>115</p>	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>43rd</td><td>42nd</td><td>18th</td><td>29th</td></tr> <tr> <td>116</td><td>116</td><td>115</td><td>104</td></tr> </table>	WRT	VKT	RCT	SKT	43 rd	42 nd	18 th	29 th	116	116	115	104	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>353 (356)</td><td>378 (381)</td><td>339 (379)</td><td>340 (355)</td></tr> <tr> <td>116</td><td>116</td><td>115</td><td>104</td></tr> </table>	WRT	VKT	RCT	SKT	353 (356)	378 (381)	339 (379)	340 (355)	116	116	115	104
WRT	VKT	RCT	SKT																								
43 rd	42 nd	18 th	29 th																								
116	116	115	104																								
WRT	VKT	RCT	SKT																								
353 (356)	378 (381)	339 (379)	340 (355)																								
116	116	115	104																								
4th Grade Summary	 <p>81</p>	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>59th</td><td>46th</td><td>17th</td><td>40th</td></tr> <tr> <td>81</td><td>81</td><td>81</td><td>71</td></tr> </table>	WRT	VKT	RCT	SKT	59 th	46 th	17 th	40 th	81	81	81	71	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>444 (412)</td><td>425 (417)</td><td>377 (432)</td><td>406 (417)</td></tr> <tr> <td>81</td><td>81</td><td>81</td><td>71</td></tr> </table>	WRT	VKT	RCT	SKT	444 (412)	425 (417)	377 (432)	406 (417)	81	81	81	71
WRT	VKT	RCT	SKT																								
59 th	46 th	17 th	40 th																								
81	81	81	71																								
WRT	VKT	RCT	SKT																								
444 (412)	425 (417)	377 (432)	406 (417)																								
81	81	81	71																								
5th Grade Summary	 <p>77</p>	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>60th</td><td>59th</td><td>28th</td><td>62nd</td></tr> <tr> <td>80</td><td>79</td><td>77</td><td>67</td></tr> </table>	WRT	VKT	RCT	SKT	60 th	59 th	28 th	62 nd	80	79	77	67	<table> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> <tr> <td>510 (467)</td><td>469 (451)</td><td>441 (470)</td><td>478 (462)</td></tr> <tr> <td>80</td><td>79</td><td>77</td><td>67</td></tr> </table>	WRT	VKT	RCT	SKT	510 (467)	469 (451)	441 (470)	478 (462)	80	79	77	67
WRT	VKT	RCT	SKT																								
60 th	59 th	28 th	62 nd																								
80	79	77	67																								
WRT	VKT	RCT	SKT																								
510 (467)	469 (451)	441 (470)	478 (462)																								
80	79	77	67																								

77

2016-2017 1st Grade Go Math Progress Monitoring

Last Name	First Name	2016-2017 1st Grade 50 Mean Progress Monitoring										Unit 12 Assessment: Two Dimensional Geometry	Averages 1-12 SA	
		Unit 1 Assessment: Addition and Subtraction Concepts within 20	Unit 2: Addition and Subtraction Strategies- Part 1	Unit 3 Assessment: Addition and Subtraction Strategies- Part 2	Unit 4 Assessment: Represent Data	Unit 5 Assessment: More Addition and Subtraction Strategies	Unit 6 Assessment: Count and Model Numbers to 120	Unit 7 Assessment: Comparing Numbers	Unit 8 Assessment: Two-Digit Addition & Subtraction	Unit 9 Assessment: Measurement	Unit 10 Assessment: Measurement-Length			Unit 11 Assessment: Three-Dimensional Geometry
		41%	33%	8%	64%	67%	50%	42%	25%	50%	58%	70%	60%	47%
		100%	100%	100%	82%	83%	83%	100%	100%	100%	100%	90%	90%	94%
		91%	92%	91%	100%	67%	92%	100%	WD	WD	WD	WD	WD	#VALUE!
		83%	42%	75%	55%	67%	67%	67%	67%	100%	100%	100%	90%	76%
		66%	58%	75%	73%	58%	75%	58%	75%	79%	83%	80%	90%	73%
		100%	92%	75%	91%	83%	83%	83%	75%	93%	92%	90%	100%	88%
		100%	100%	83%	82%	58%	58%	75%	83%	93%	92%	80%	90%	83%
		83%	42%	42%	45%	50%	17%	67%	50%	64%	58%	80%	80%	57%
		91%	58%	83%	45%	50%	83%	67%	83%	86%	92%	80%	90%	76%
		100%	83%	92%	82%	92%	92%	92%	100%	100%	100%	80%	90%	92%
		83%	100%	92%	64%	83%	83%	92%	75%	86%	100%	80%	100%	87%
		91%	67%	83%	82%	83%	42%	83%	83%	86%	100%	90%	90%	82%
		100%	92%	100%	100%	75%	100%	100%	100%	100%	100%	100%	100%	97%
		75%	50%	75%	82%	58%	67%	75%	58%	93%	75%	90%	90%	74%
		91%	100%	75%	82%	92%	58%	75%	83%	86%	100%	90%	100%	86%
		83%	66%	67%	82%	83%	67%	67%	67%	86%	92%	100%	90%	79%
		100%	100%	92%	73%	50%	67%	83%	83%	93%	100%	90%	100%	86%
		100%	WD	WD	WD	WD	WD	WD	WD	WD	WD	WD	WD	
		92%	92%	83%	WD	WD	WD	WD	WD	WD	WD	WD	WD	
		92%	50%	50%	82%	WD	WD	WD	WD	WD	WD	WD	WD	
		58%	33%	67%	36%	67%	58%	33%	50%	86%	92%	80%	80%	84%
		100%	100%	83%	100%	92%	83%	100%	100%	93%	75%	90%	80%	61%
		50%	67%	58%	45%	50%	25%	50%	92%	86%	100%	100%	90%	95%
		92%	42%	83%	64%	58%	83%	83%	92%	79%	100%	100%	80%	67%
		50%	92%	58%	64%	75%	92%	92%	92%	100%	100%	100%	90%	81%
		92%	75%	75%	82%	83%	33%	58%	83%	93%	100%	90%	90%	84%
		17%	33%	67%	45%	75%	67%	67%	17%	36%	100%	100%	90%	80%
		78%	83%	92%	100%	83%	100%	92%	100%	86%	50%	40%	80%	46%
		92%	67%	58%	55%	50%	42%	25%	WD	93%	100%	90%	90%	93%
		100%	92%	58%	91%	100%	100%	92%	92%	100%	83%	WD	WD	WD
		67%	67%	75%	55%	58%	42%	42%	92%	64%	100%	100%	100%	92%
		100%	92%	75%	55%	58%	42%	42%	17%	64%	100%	100%	50%	61%
		83%	75%	25%	45%	50%	67%	75%	92%	79%	100%	100%	70%	85%
								42%	33%	64%	75%	90%	90%	62%
		83%	73%	72%	72%	71%	69%	71%	74%	84%	90%	89%	87%	

Teacher	First Name	Last Name	DRA AP 1			DRA AP 2			DRA AP 3		
			Date Administered	Independent Level	DRA AP 1 Instructional DRA Frustration Level	Date Administered	Independent Level	DRA AP 2 Instructional DRA Frustration Level	Date Administered	Independent Level	DRA AP 3 Instructional DRA Frustration Level
			10/21/16	16	16	12/20/16	18	20	5/21/17	24	28
			10/21/16	28	15	12/22/16	34	38	5/31/17	38	40
			10/21/16	20	17	12/12/16	24	28	6/1/17	28	30
			10/21/16	24	15	12/12/16	28	30	6/1/17	34	38
			10/21/16	28	15	12/13/16	30	34	6/1/17	38	40
			09/21/16	16	16	12/11/16	18	20	5/31/17	24	28
			10/21/16	14	15	12/16/16	18	18	6/1/17	24	28
			10/21/16	24	14	12/19/16	28	30	6/1/17	34	38
			10/21/16	20	15	12/12/16	28	34	6/1/17	48	40
			10/21/16	18	16	12/12/16	26	24	6/1/17	24	28
			10/21/16	20	14	12/6/16	24	28	6/2/17	34	38
			10/21/16	28	16	12/12/16	30	34	5/31/17	38	40
			10/21/16	26	16	12/12/16	30	34			
			10/21/16	28	13	12/12/16	30	34	6/2/17	38	40
			10/21/16	18	16	12/12/16	20	24			
			10/21/16	1	7	12/29/16	3	4	5/21/17	10	12
			10/21/16	10	16	12/19/16	12	14	5/31/17	12	20
									6/1/17	18	20
			10/21/16	34	16	12/12/16	38	40	6/1/17	40	50
			10/21/16	28	15	12/12/16	28	30	6/1/17	34	38
			10/21/16	24	14	12/13/16	28	30	6/1/17	34	38
			11/3/16	18	14	12/13/16	26	24	6/6/17	30	34
			12/7/16	14	20	12/13/16	16	18	6/6/17	24	28
			11/02/2016	38	16	12/13/16	44	50	*ABSENT		
			11/02/2016	32	13	12/13/16	44	50	6/6/2017	60	70
			12/21/16	38	17	12/13/16	44	50	6/5/17	50	60
			10/26/16	18	15	12/13/16	28	24	6/6/17	28	30
			10/26/16	24	16	12/13/16	30	34	6/6/17		
			10/26/16	4		12/13/16	8	10	6/6/17	18	20
			12/1/16	34	17	12/13/16	38	40	*Withdrawn		
			10/16/2016	28	14	12/13/16	38	40	6/6/2017	30	50
			12/2/16	28	17	12/13/16	28	30	*Suspended		
			10/26/2016	38	17	12/13/16	44	50	6/5/2017	50	60
			11/2/16	38	19	12/13/16	44	50	6/6/17	40	70
			11/3/16	2	8	12/13/16	3	4	6/6/17	6	8
			11/02/2016	24	14	12/13/16	28	30	*Withdrawn		
			10/24/2016	38	21	12/13/16	40	44	*Withdrawn		
			11/02/2016	30	20	12/13/16	38	40	6/6/17	40	50
			12/2/16	18	20	12/13/16	18	20	6/6/17	28	30
						12/13/16	44	50	6/2/17	50	60
			10/16/2016	48	15	12/13/16	50	60	6/6/17	60	70
			10/28/16	38	16	12/13/16	34	38	*Suspended		
			10/27/16	30	15	12/13/16	50	60	6/5/17	40	70
			10/26/16	30	13	12/13/16	44	50	6/6/17	50	60
			11/03/2016	4	14	12/13/16	18	20	6/6/17	28	30
			11/02/2016	4	14	12/13/16	18	20	*Suspended		
			11/02/2016	2	6	12/13/16	2	3	6/6/17	2	3
			11/2/16	2	7	12/13/16	12	14	6/5/17	40	34
			11/3/16	18	13	12/13/16	18	40	6/6/17	40	50
			11/1/16	38	17	12/13/16	44	50	6/7/17	50	60
			11/1/16	20	15	12/13/16	30	34	6/6/17		
			10/26/16	20	19	12/13/16	20	24	6/7/17	40	34
			10/18/16	28	16		30	34	6/5/17	38	40
			10/18/16	28	16		30	34	6/5/17	34	38
			10/18/16	24	14		28	30			
			10/18/16	24	14		28	30	6/6/17	34	38
			10/18/16	24	15		24	28	6/6/17	30	34
			11/2/16	28	14		28	30	6/6/17	30	34
			10/18/16	28	17		34	38	6/5/17	50	60
			10/24/16	34	17		38	40	6/5/17	40	50
			10/18/16	38	14		36	40	6/5/17	60	70
			10/18/16	30	16		34	38	6/6/17	34	40
			10/21/16	30	16		34	38	6/5/17	38	40
			10/18/16	28	16		30	34	6/6/17	38	40

			10/24/16	30	17	35		38	40	30	6/5/17	60	70	80
			11/9/16	8	17	12		8	10	12	6/6/17	10	12	14
			10/18/16	30	17	38		34	38	40	6/5/17	60	70	80
			10/26/16	24	14	30		30	34	38	6/6/17	34	38	40
			10/27/16	28	14	34		30	34	38	6/5/17	38	40	50
			10/24/16	30	14	38		34	38	40	6/5/17			
			10/25/16	30	18	38		34	38	40	6/5/17	38	40	50
								24	28	30	6/6/17	28	30	34
			10/24/16	38	16	44		38	40	50	6/5/17	50	60	70
								4	6	8	6/6/17	10	12	14
			October 17	12	18	18	December 6	14	16	18				
			October 17	30	16	34	December 6	34	38	40	June 5	38	40	50
			October 17	6	21	30	December 6	10	12	14				
			October 17	24	18	30	December 6	28	30	34	June 6	28	30	34
			October 17	38	15	40	December 6	38	40	42	June 6	38	40	50
			October 17	38	14	40	December 6	38	40	42	June 7	50	50	60
			October 17	4	23	6	December 6	4	6	8				
			October 17	30	15	38								
			October 17	20	17	30	December 6	24	28	30	June 5	34	38	38
			October 17	23	18	34	December 6	30	34	38				
			October 17	24	18	38	December 6	28	30	34	June 6	34	38	40
			October 17	20	15	38	December 6	34	38	40	June 6	38	40	50
			October 17	24	17	30	December 6	28	30	34				
			October 17	20	14	28	December 6	24	28	30				
			October 17	34	17	40	December 6	34	38	40	June 6	38	40	50
			October 17	24	17	30	December 6	28	30		June 7	38	40	50
			October 17	30	18	38	March 11	34	38	40				
			November 11	20	15	28	December 6	20	24	28	June 7	24	28	30
											June 7	38	38	40
			November 11	2	8	4	December 6	2	3	4				
											June 8	20	24	28

First Name	Last Name	Prerequisite Test	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 12	Chapter 13	Chapter 5	Chapter 6	Average 1-6	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Chapter 11	Average CH 1-13
		65%	53%	33%	57%	55%	40%	32%	52%	40%	48%	53%	27%	50%	50%	40%	45%
										10%	10%	24%	14%	20%	17%	25%	18%
		45%	11%	17%	33%	14%	15%	0%	24%	15%	19%	29%	27%	35%	33%	20%	21%
		40%	37%	22%	38%	27%	25%	5%	24%	30%	30%	35%	18%	50%	67%	25%	31%
		80%	68%	72%	76%	50%	60%	79%	81%	55%	67%	76%	77%	75%	50%	60%	68%
		33%	GR 3	6%	10%	23%	0%	5%	10%	15%	13%	18%	23%	25%	17%	0%	13%
		83%	74%	56%	90%	77%	80%	79%	71%	85%	76%	83%	86%	65%	100%	60%	77%
		70%	67%	22%	67%	68%	35%	21%	29%	45%	50%	71%	68%	70%	50%	50%	51%
		73%	75%	72%	57%	64%	65%	42%	62%	75%	68%	88%	68%	85%	50%	50%	66%
		33%	45%	33%	43%	36%	45%		52%	20%	38%	53%	41%	61%	50%	40%	43%
		70%	GR 3	39%	76%	64%	50%	32%	71%	60%	62%	65%	73%	65%	50%	45%	58%
		58%	55%	44%	48%	50%	60%	47%	86%	70%	59%	53%	41%	70%	50%	50%	56%
								0%	24%	40%	32%	53%	41%	30%	17%	15%	28%
		75%	72%	72%	76%	50%	60%	74%	90%	80%	73%	88%	95%	90%	83%	55%	76%
		20%	11%	22%	57%	45%	20%	11%	19%	20%	29%	35%	41%	20%	0%	20%	25%
		38%	44%	17%	19%	23%	20%	0%	29%	25%	26%	41%	50%	30%	17%	35%	27%
							15%	26%	62%	50%	56%	59%		50%	17%	30%	39%
		38%	28%	50%	67%	9%	30%	5%	24%	20%	33%	65%	45%	70%	50%	55%	40%
		40%	21%	17%	52%	23%	10%	5%	14%		25%	17%	18%	39%	17%	10%	20%
		58%	50%	28%	57%	27%	35%	16%	33%	35%	38%	41%		25%	33%	20%	33%
		28%	39%	6%	14%	14%	15%	0%	14%	15%	17%	35%	9%	45%	33%	15%	20%

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MD1.1										MD2.1										MD3.1										MD4.1										MD5.1										MD6.1										MD7.1										MD8.1										MD9.1										MD10.1										MD11.1										MD12.1										MD13.1										MD14.1										MD15.1										MD16.1										MD17.1										MD18.1										MD19.1										MD20.1										MD21.1										MD22.1										MD23.1										MD24.1										MD25.1										MD26.1										MD27.1										MD28.1										MD29.1										MD30.1										MD31.1										MD32.1										MD33.1										MD34.1										MD35.1										MD36.1										MD37.1										MD38.1										MD39.1										MD40.1										MD41.1										MD42.1										MD43.1										MD44.1										MD45.1										MD46.1										MD47.1										MD48.1										MD49.1										MD50.1										MD51.1										MD52.1										MD53.1										MD54.1										MD55.1										MD56.1										MD57.1										MD58.1										MD59.1										MD60.1										MD61.1										MD62.1										MD63.1										MD64.1										MD65.1										MD66.1										MD67.1										MD68.1										MD69.1										MD70.1										MD71.1										MD72.1										MD73.1										MD74.1										MD75.1										MD76.1										MD77.1										MD78.1										MD79.1										MD80.1										MD81.1										MD82.1										MD83.1										MD84.1										MD85.1										MD86.1										MD87.1										MD88.1										MD89.1										MD90.1										MD91.1										MD92.1										MD93.1										MD94.1										MD95.1										MD96.1										MD97.1										MD98.1										MD99.1										MD100.1										MD101.1										MD102.1										MD103.1										MD104.1										MD105.1										MD106.1										MD107.1										MD108.1										MD109.1										MD110.1										MD111.1										MD112.1										MD113.1										MD114.1										MD115.1										MD116.1										MD117.1										MD118.1										MD119.1										MD120.1										MD121.1										MD122.1										MD123.1										MD124.1										MD125.1										MD126.1										MD127.1										MD128.1										MD129.1										MD130.1										MD131.1										MD132.1										MD133.1										MD134.1										MD135.1										MD136.1										MD137.1										MD138.1										MD139.1										MD140.1										MD141.1										MD142.1										MD143.1										MD144.1										MD145.1										MD146.1										MD147.1										MD148.1										MD149.1										MD150.1										MD151.1										MD152.1										MD153.1										MD154.1										MD155.1										MD156.1										MD157.1										MD158.1										MD159.1										MD160.1										MD161.1										MD162.1										MD163.1										MD164.1										MD165.1										MD166.1										MD167.1										MD168.1										MD169.1										MD170.1										MD171.1										MD172.1										MD173.1										MD174.1										MD175.1										MD176.1										MD177.1										MD178.1										MD179.1										MD180.1										MD181.1										MD182.1										MD183.1										MD184.1										MD185.1										MD186.1										MD187.1										MD188.1										MD189.1										MD190.1										MD191.1										MD192.1										MD193.1										MD194.1										MD195.1										MD196.1										MD197.1										MD198.1										MD199.1										MD200.1										MD201.1										MD202.1										MD203.1										MD204.1										MD205.1										MD206.1										MD207.1										MD208.1										MD209.1										MD210.1										MD211.1										MD212.1										MD213.1										MD214.1										MD215.1										MD216.1										MD217.1										MD218.1										MD219.1										MD220.1										MD221.1										MD222.1										MD223.1										MD224.1										MD225.1										MD226.1										MD227.1										MD228.1										MD229.1										MD230.1										MD231.1										MD232.1										MD233.1										MD234.1										MD235.1										MD236.1										MD237.1										MD238.1										MD239.1										MD240.1										MD241.1										MD242.1										MD243.1										MD244.1										MD245.1										MD246.1										MD247.1										MD248.1										MD249.1										MD250.1										MD251.1										MD252.1										MD253.1										MD254.1										MD255.1										MD256.1										MD257.1										MD258.1										MD259.1										MD260.1										MD261.1										MD262.1										MD263.1										MD264.1										MD265.1										MD266.1										MD267.1										MD268.1										MD269.1										MD270.1										MD271.1										MD272.1										MD273.1										MD274.1										MD275.1										MD276.1										MD277.1										MD278.1										MD279.1										MD280.1										MD281.1										MD282.1										MD283.1										MD284.1										MD285.1										MD286.1										MD287.1										MD288.1										MD289.1										MD290.1										MD291.1										MD292.1										MD293.1										MD294.1										MD295.1										MD296.1										MD297.1										MD298.1										MD299.1										MD300.1										MD301.1	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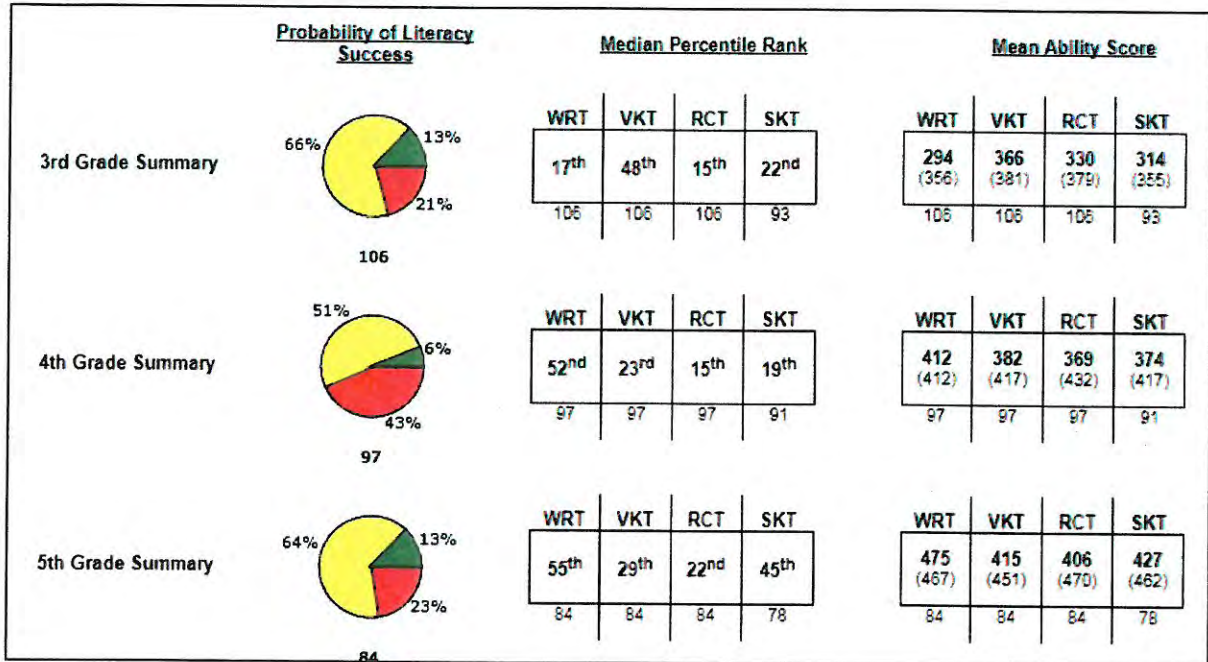
2016-2017 School-Wide Intervention Group Sample, Bubble Students based on Craft and Structure Strand

Student Last Name	Student First Name	Read Scale Score	Read Ach Level	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing
		Possible	Points	10	17	11	8
		286	2	3	3	2	1
		282	1	3	5	6	4
		285	2	4	5	5	5
		289	2	5	5	5	6
		279	1	3	6	2	6
		281	1	2	6	1	7
		283	1	3	6	1	7
		285	2	4	6	4	5
		290	2	4	6	6	8
		282	1	3	7	3	4
		283	1	5	7	2	4
		284	1	3	7	3	5
		285	2	4	7	4	5
		293	2	6	7	4	7
		282	1	3	8	4	4
		283	1	2	8	4	6
		284	1	5	8	1	4
		284	1	3	8	4	6
		286	2	4	8	4	5
		286	2	4	8	3	4
		288	2	4	8	3	7
		289	2	4	8	5	4
		293	2	6	8	4	7
				320	592	270	378
N				71	71	71	71
Average				4.507042254	8.338028169	3.802816901	5.323943662

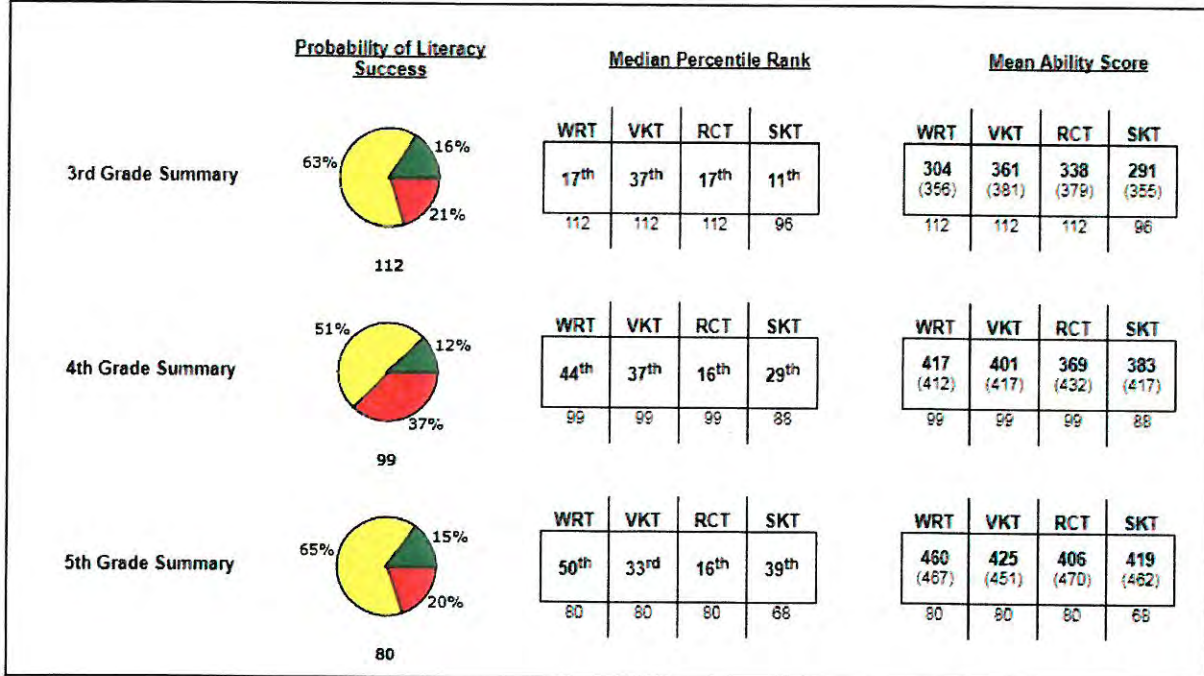
2016-2017 Third Grade End of the Year Promotion/Retention Spreadsheet

Teacher	Student First Name	Student Last Name	Total Absences as of 5/19/17 (Absences + Suspensions)	Promote/ Retain (Please do not change this column - EK will do so on a case-by-case basis)	Good Cause Promotion Code (To be entered by EK) Students with 4 will only be promoted if the attend INL	Criteria #1 Reading, FSA 2+	Does Not Count Math FSA	Criteria #2 All Assessment Portfolio Assessments Total Number Passed (19)				Criteria #3 STAR Pass Rate (500-600)	DOES NOT COUNT FOR PROMOTION - Report Card			DOES NOT COUNT FOR PROMOTION - Report Card Only				
								Informational	Literary	Language	Total		Instructional DRA Level (90-95)	Accuracy (90%-95)	Comprehension Level (Instructional)					
			3	255 P	Good Cause, 3	2	4	6	1	1	1	0	0	31%	40	96%	Instructional	65	80	
			12	255 P	Good Cause, 3	1	1	1	0	0	1	1	0	0	18%	21	95%	Instructional	88%	67%
			6	240 P		2	4	5	6	0	11	9%	0	0	13%	20				
			10	255 P		1	2	0	0	0	0	0	0	0	40%	20				
			11	255 P	Good Cause, 6	1	2	5	6	2	13	63%	36%	0%	20		Instructional	76%	64%	
				255 P		2	3	8	7	2	17	6	1%	0	1%					
				255 P		2	3	9	8	2	19	32	35%	0	35%					
			16	255 P		2	2	4	6	2	12	9%	5%	0	20%	20	Instructional	72%	69	
			7	255 P		2	2	4	1	1	6	34	21%	0	38		Instructional	86%	76	
				255 P		5	3	7	2	0	9	97	73%	0	50		Instructional	65	58	
			15	255 P	Good Cause, 6	1	1	0	1	0	1	15	9	0%	50		Instructional	65	58	
				255 P		4	5	0	3	2	5	99	Abs	0%	started test			58	20	
			19	255 P		1	3	3	3	0	6	55%	4%	0	30	99%	Instructional			
			6	255 P	Good Cause, 6	1	3	4	4	1	9	45%	46%	0	60	96%	Instructional	58%	41	
				255 P		2	2	0	2	0	2	9	N/A	19%	50			72%	70	
			5	255 P		1	1	6	2	1	9	16	12%	11%	30		Instructional	66%	36%	
			12	255 P		1	1	0	1	0	1	1%	4%	1%	30		Instructional	32%	31%	
			42	255 P	Good Cause, 5	1	2	2	2	1	5	32%	15%	2%	30					
			8	255 P		1	1	0	0	0	1	1%	9%	2%	16					
				255 P	Good Cause, 4	1	1	0	0	0	0	4	12%	1%	30					
			7	255 P	Good Cause, 6	1	3	1	1	0	2	6%	25%	1%	40					
				255 P		3	4	5	5	1	11	59	N/A	3%	20	93%	Instructional			
			5	255 P		3	4	7	3	1	11	84	44%	55%	50					
				255 P		3	3	9	6	0	15	71%	31%	31%	50					
			8	255 P		3	3	8	7	2	17	92%								
				255 P		1	4	8	2	2	18	41								
			3	271 P	Good Cause, 4	1	4	5	3	2	10	40	29%	40%	38	96%	Instructional	87	86%	
			12	271 P	Good Cause, 4	1	2	3	1	0	4	19	25%	4%	34	96%	Instructional	75	74	
			21	271 P		2	2	0	0	1	1	1%	31%	3%	34	98%	Instructional	62	30	
				279 R		2	2	0	0	0	0	n/a								
				279 R		2	2	6	3	1	10	6		1%						
				279 R		1	1	3	5	1	9	15	9%	14%						
			17	279 R		1	1	4	0	0	4	15	5%	4%						
			5	279 R		2	3	4	1	0	5	26%	21%	21%	30	96%	Instructional	78%	40%	
			17	279 R		1	2	0	0	0	0	1%	N/A	3%	30	96%	Instructional			
			6	279 R		3	3	7	4	1	12	55%	31%	3%	30	96%	Instructional			
			5	279 R		1	1	1	1	0	2	14	5%	3%						
			2	279 R		1	1	0	0	0	0	6%	21%	1%	60	98%	Instructional	30%	23%	
			10	279 R		1	3	7	4	2	13	51	21%	1%	60	98%	Instructional	48%	22%	
				279 R		1	1	0	0	1	1	11	N/A	3%	30					
			8	279 R		1	4	7	6	2	15	75	24%	1%	50	94%	Instructional	95	90	
			9	279 R		1	5	7	6	1	14	23%	24%	1%	50	94%	Instructional			
			9	279 R		2	2	3	5	2	10	33%	24%	2%	50	94%	Instructional			
			6	279 R	Good Cause, 4	1	2	6	0	0	6	11	36%	16%	66%					
			10	279 R	Good Cause, 4	1	2	3	4	0	7	17%	15%	7%	66%					
			7	279 R		1	1	0	0	0	0	0	0	1%	30		Instructional	56%	48%	
				279 R		1	2	8	8	2	18	62	3%	1%	30		Instructional			
				279 R		3	2	6	0	0	6	36	9%	62%	30					
				279 R	Good Cause, 5	1	2	7	4	0	11	18	36%	33%	40					
				279 R		2	3	4	4	0	8	64	45%	4%	40					
			2	279 R	f	2	4	6	5	2	13	55%	37%	5%	70	94%	Instructional	65	80	
			6	279 R	Good Cause, 6	1	1	0	0	0	0	5%	N/A	4%	70	94%	Instructional			
			6	294 P		2	1	0	2	1	3	21%	36%	5%	70	94%	Instructional			
				294 P	Good Cause, 4	1	2	7	4	2	13	26%	36%	5%	70	94%	Instructional			


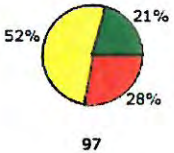
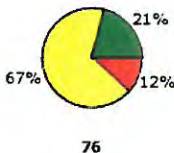
2016-2017 FAIR AP 1



2016-2017 FAIR AP 2



2016-2017 FAIR AP 3

	<u>Probability of Literacy Success</u>	<u>Median Percentile Rank</u>	<u>Mean Ability Score</u>																								
3rd Grade Summary	 <p>104</p>	<table border="1"> <thead> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> </thead> <tbody> <tr> <td>36th</td><td>45th</td><td>21st</td><td>16th</td></tr> <tr> <td>104</td><td>104</td><td>104</td><td>88</td></tr> </tbody> </table>	WRT	VKT	RCT	SKT	36 th	45 th	21 st	16 th	104	104	104	88	<table border="1"> <thead> <tr> <th>WRT</th><th>VKT</th><th>RCT</th><th>SKT</th></tr> </thead> <tbody> <tr> <td>350 (356)</td><td>371 (381)</td><td>342 (379)</td><td>319 (355)</td></tr> <tr> <td>104</td><td>104</td><td>104</td><td>88</td></tr> </tbody> </table>	WRT	VKT	RCT	SKT	350 (356)	371 (381)	342 (379)	319 (355)	104	104	104	88
WRT	VKT	RCT	SKT																								
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475 (467)	456 (451)	420 (470)	482 (462)																								
76	76	76	70																								

First Name	Last Name	Chapter 1	Chapter 2	Chapter 3	Chapter 4
		45%	67%	83%	65%
		27%	58%	83%	56%
		36%	75%	83%	65%
		0%	42%	50%	31%
		9%	25%	42%	25%
		9%	50%	83%	47%
		36%	50%	100%	62%
		64%	75%	100%	80%
		9%	17%	42%	23%
		18%	58%	75%	50%
		0%	67%	58%	42%
		55%	67%	100%	74%
		18%	50%	42%	37%
		9%	0%	42%	17%
		18%	42%	42%	34%
		55%	92%	92%	80%
		9%	42%	42%	31%
		36%	75%	58%	57%
		64%	83%	92%	80%
		73%	83%	83%	80%
		36%	50%	67%	51%

2017-2018 MAFS Go Math Chapter Tests, Progress Monitoring						
MAFS	Chapter 1	Chapter 3	Chapter 4	Chapter 5	Chapter 11	Student Average
	5%	26%	22%	44%	6%	21%
	45%	74%	65%	17%	44%	49%
	65%	68%	61%	56%	56%	61%
	45%	47%	52%	22%	6%	34%
	35%	53%	39%	28%	44%	40%
	30%	68%	65%	33%	50%	49%
	40%	68%	39%	78%	75%	60%
	45%	74%	70%	83%	69%	68%
	45%	68%	65%	39%	69%	57%
	25%	58%	22%	39%	31%	35%
	60%	89%	74%	61%	69%	71%
	45%	63%	57%	22%	50%	47%
	5%	53%	39%	56%	31%	37%
	50%	58%	57%	39%	56%	52%
	60%	84%	83%	67%	69%	73%
	45%	68%	57%	33%	31%	47%
	20%	37%	35%	33%	63%	38%
	55%	74%	78%	56%	75%	68%
	25%	21%	22%	44%	38%	30%
	45%	74%	78%	83%	63%	69%
	35%	79%	48%	50%	63%	53%
	40%	26%	65%	44%	50%	
	40%	61%	54%	47%	50%	

2017-2018 21st CCLC Early Warning System Progress Monitoring

First Name	Last Name	Grade	Teacher	Early warning system reasons why the student was invited
		2		Good Cause Promoted
		2		Good Cause Promoted
		2		Good Cause Promoted, below grade level in reading and math, previously retained
		2		Good Cause Promoted
		2		Good Cause Promoted
		2		Good Cause Promoted, ESE, below grade level in reading and math
		2		ESOL
		2		Good Cause Promoted
		2		Good Cause Promoted
		2		Previously Retained, ESE, below grade level in reading and math
		2		Good Cause Promoted
		2		Good Cause Promoted
		2		Previously Retained, below grade level in reading and math
		3		Below level in reading/math, Good Cause Promoted
		3		ESOL, below grade level in reading/math
		3		Bottom quartile reading and math, ESOL
		3		Good Cause Promoted, ESOL
		3		Good Cause Promoted, ESOL, below grade level in reading and math
		3		Good Cause Promoted, ESE, below grade level in reading and math
		3		Bottom quartile reading, retained, below grade level in reading and math
		3		Below grade level in reading, Good Cause Promoted
		3		Scored below grade level in reading/math, Previously Retained, good cause
		3		ESOL, below grade level in reading/math
		3		Good Cause Promoted, ESOL, below level in reading and math
		3		Good Cause Promoted, ESOL, below level in reading
		3		ESOL, below grade level in reading
		3		Bottom quartile reading/math, ESOL, retained

		3		Previously Retained, good cause, ESE, below grade level in reading and math
		3		Previously Retained
		3		ESOL, below grade level in reading
		3		ESOL
		3		Bottom quartile reading, retainee, truant in 2016-2017
		3		ESOL
		3		Bottom quartile reading/math, retained
		3		Good Cause Promoted, below grade level in reading/math
		3		Below grade level in reading/math, Good Cause Promoted, ESOL
		3		Below grade level in reading, Good Cause Promoted, ESE
		3		Below grade level in reading/math, Good Cause Promoted, ESOL
		3		Below grade level in reading/math, Good Cause Promoted
		3		Good Cause Promoted, ESOL, below grade level in reading/math
		3		Previously Retained, good cause, below grade level in reading and math
		3		ESOL
		3		Previously Retained, below grade level in reading and math, good cause, ESOL
		3		Good Cause Promoted, below grade level in reading and math
		3		ESOL
		3		Good Cause Promoted, ESOL, below level in reading and math
		3		ESOL
		3		Good Cause Promoted, below grade level in reading
		3		Good Cause Promoted, below grade level in reading/math
		3		Bottom quartile reading/math
		4		ESOL
		4		Bottom quartile reading/math, retained
		4		Bottom quartile reading/math, good cause, previously retained
		4		Bottom quartile reading/math, good cause, ESE, previously retained
		4		ESE, below grade level in reading and math
		4		Previously Retained, good cause, ESE, below grade level in reading and math

		4		Bottom quartile reading, good cause, ESOL, ESE, previously retained, below grade level in reading
		4		Bottom quartile reading, good cause, ESOL
		4		Bottom quartile reading,
		4		Previously Retained, good cause, below grade level in reading and math
		4		Previously Retained, ESOL
		4		ESOL, below grade level in reading
		4		Bottom quartile reading, good cause
		4		Bottom quartile reading/math, good cause, previously retained
		4		Previously Retained, ESOL, below grade level in reading and math
		4		ESOL, below grade level in reading
		4		Bottom quartile reading and math, good cause, ESOL
		4		Bottom quartile math, below grade level in reading and math
		4		Good Cause Promoted, ESE, below grade level reading
		4		Bottom quartile reading/math, good cause, ESOL, previously retained
		4		Previously Retained, below grade level in reading
		4		Bottom quartile math, previously retained, good cause, below grade level in reading and math
		5		Bottom quartile reading/math, good cause, ESOL
		5		Bottom quartile reading/math, good cause
		5		Bottom quartile math, good cause, below level in reading and math
		5		Bottom quartile math
		5		Good Cause Promoted, below grade level in reading
		5		Bottom quartile math, good cause, below grade level in reading and math
		5		Bottom quartile reading, good cause, previously retained
		5		Bottom quartile reading, good cause, below level in reading and math
		5		Previously Retained, good cause, ESE, below grade level in reading and math
		5		Previously Retained
		5		Bottom quartile math, previously retained, good cause
		5		Bottom quartile reading, good cause
		5		Bottom quartile reading, BQ math, good cause

Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**

		5		Previously Retained, good cause, ESE
		5		Good Cause Promoted, below level in reading
		5		ESOL
		5		Bottom quartile reading/math; retained
		5		Bottom quartile reading, good cause, below level in reading and math
		5		ESOL
		5		Bottom quartile reading, good cause
		5		Good Cause Promoted, below in reading
		5		Previously Retained, good cause, below grade level in reading and math
		5		Bottom quartile reading, good cause, ESOL, below level in reading and math
		5		Bottom quartile math, good cause, below grade level in math
		5		Bottom quartile reading/math, good cause
		5		Bottom quartile reading/math, good cause, ESE

**2017-2018 i-Ready Standards Mastery
Assessment Scores**

Date		13-Oct	19-Oct	27-Oct	3-Nov	10-Nov	17-Nov	1-Dec	8-Dec
First Name	Last Name	RI.1.1	RL.1.1	RI.1.2	RL.1.2	RI.1.3	RL.1.3	RI.2.4	RL.2.4
		92	67	71	57	72	95	83	67
		95	17	33	33	89	100	92	67
		100	100	58	43	89	61		
		86	67	96	58	95	78	92	58
		75	83	46	60	89	89	75	75
		67	33	46	33	50	100	33	0
		100	100	38	75	78	95	100	83
		17	17	13	28	61	28	92	0
		83	83	88	100	67	67	92	50
		58	33	38	50	61	28	25	0
		70	67	67	47	78	83	67	33
		8	0	21	45	44	70	67	33
		58	33	25	33	56	78	75	58
		17	0	29	17	22	22	42	0
		33	17	25	0	22	15	33	17
		58	83	54	33	78	45	42	17
		36	0	25	37	44	72	75	25
		36	0	38	37	56	24	33	42
		83	67	21	57	67	67	75	67
		92	67	79	38	61	67	83	33
		25	33	42	20	44	17	33	50
		100	67	63	43	72	78	50	25
		100	33	46	7	83	72	92	50
		25	33	63	28	67	67	75	33
		56	33	42	63	39	85	67	67
		50	50	54	97	78	95	92	83
		67	83	54	48	56	78	75	58
		75	67	58	48	95	92	92	67
		17	0	46	32	72	39	75	17
		50	0	17	12	72	31	25	8
		53	0	58	55	56	61	42	8
		42	0	17	17	67	57	58	17
		45	33	25	8	28	36	50	33
		50	17	63	50	83	61	75	33
		22	0	33	32	39	36	33	50
		70	50	54	67	100	83		
		78	17	21	25	28	49	58	33
		17	0	58	27	56	14	8	17
Class	Average	58.05263158	38.15789474	45.39473684	41.05263158	63.52631579	61.44736842	63.22222222	38.16666667



School
Period

Imagine Charter School at North Lauderdale
2016-2017

Learning Gain Imagine Schools - Grade

June 16, 2017
12:19:25PM

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
1	97	1.03	0.53	47.23	0.51	35	1.15	23	0.95
2	103	1.01	0.59	38.32	0.28	45	1.06	25	0.98
3	94	1.04	0.60	40.72	0.35	44	1.06	25	1.03
4	78	1.01	0.54	41.40	0.36	23	1.03	35	0.99
5	78	1.07	0.71	39.92	0.27	50	1.10	16	1.04
Overall	450	1.03	0.59	41.55	0.36	197	1.08	124	0.99

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
1	96	0.97	0.42	53.60	0.58	7	1.11	21	1.00
2	103	1.03	0.55	47.08	0.50	35	1.08	27	1.02
3	94	0.99	0.46	46.63	0.47	27	1.06	20	0.96
4	79	1.06	0.75	57.38	0.68	16	1.09	21	1.06
5	77	1.07	0.71	57.54	0.62	17	1.12	22	1.11
Overall	449	1.02	0.57	51.99	0.56	102	1.09	111	1.03

Average Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE
1	96	1.00	0.52	50.43
2	103	1.02	0.57	42.70
3	94	1.01	0.52	43.68
4	78	1.04	0.67	49.55
5	77	1.07	0.82	48.79
Overall	448	1.03	0.61	46.80



School

Period

Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2016-2017

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG ≥ 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG - 1.00) * 100. Proportion NCE ≥ 50 represents the proportion of students scoring average or better on the Spring assessment

100



School
Period

Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2015-2016

July 18, 2016
9:17:31AM

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
1	102	1.02	0.52	42.63	0.47	41	1.07	23	1.00
2	102	1.01	0.57	38.21	0.33	48	1.04	24	0.98
3	106	0.99	0.53	32.52	0.19	48	1.02	41	0.94
4	82	1.03	0.57	40.47	0.24	36	1.06	30	1.01
5	80	1.05	0.71	44.74	0.36	32	1.10	28	1.02
Overall	472	1.02	0.57	39.39	0.32	205	1.05	146	0.99

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
1	102	0.94	0.31	46.25	0.43	14	0.97	36	0.98
2	103	0.97	0.47	46.59	0.48	24	1.02	25	0.99
3	111	0.94	0.35	42.21	0.37	28	1.00	31	0.92
4	82	1.08	0.71	56.44	0.60	20	1.12	22	1.08
5	80	1.08	0.73	58.19	0.70	13	1.15	28	1.08
Overall	478	0.99	0.49	49.13	0.50	99	1.04	142	1.00

Average Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE
1	102	0.98	0.49	44.44
2	101	0.99	0.53	42.19
3	106	0.96	0.35	37.44
4	82	1.06	0.68	48.45
5	80	1.06	0.73	51.46
Overall	471	1.01	0.54	44.28

101



School

Period

Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2015-2016

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG ≥ 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG - 1.00) * 100. Proportion NCE ≥ 50 represents the proportion of students scoring average or better on the Spring assessment



School
Period

Learning Gain Imagine Schools - Grade

Imagine Charter School at North Lauderdale

2014-2015

June 23, 2015
10:32:14AM

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
1	83	1.05	0.60	51.05	0.58	25	1.19	21	0.99
2	92	0.97	0.54	36.47	0.30	35	1.00	25	1.00
3	79	1.00	0.59	35.41	0.22	36	1.04	22	0.99
4	74	1.09	0.85	47.39	0.47	32	1.16	24	1.04
5	44	1.06	0.77	45.67	0.41	17	1.10	14	1.05
Overall	372	1.03	0.66	42.76	0.39	145	1.09	106	1.01

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
1	83	0.98	0.42	54.54	0.61	11	1.08	13	0.95
2	92	1.04	0.61	46.32	0.53	37	1.06	21	1.08
3	78	0.99	0.51	46.63	0.44	27	1.08	16	1.01
4	74	1.10	0.73	55.24	0.57	21	1.18	25	1.09
5	44	1.05	0.66	55.48	0.64	9	1.10	11	1.10
Overall	371	1.03	0.58	51.09	0.55	105	1.09	86	1.05

Average Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE
1	82	1.01	0.55	52.72
2	90	1.01	0.57	42.09
3	78	1.00	0.50	40.95
4	74	1.10	0.85	51.31
5	44	1.05	0.82	50.58
Overall	368	1.03	0.64	47.09

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Learning Gain Imagine Schools - Grade

School

Period

Imagine Charter School at North Lauderdale

2014-2015

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG ≥ 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment, Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG - 1.00) * 100, Proportion NCE ≥ 50 represents the proportion of students scoring average or better on the Spring assessment



Learning Gain Imagine Schools - Grade

School
Period

Imagine Charter School at North Lauderdale
F2013-S2014

July 01, 2014
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Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
K	31	1.19	0.87	60.68	0.74	16	1.27	6	1.18
1	60	1.04	0.65	43.59	0.33	24	1.09	18	1.06
2	60	0.97	0.38	38.35	0.25	26	1.03	15	0.92
3	76	1.04	0.67	38.43	0.20	40	1.04	25	1.05
4	42	1.09	0.79	44.30	0.31	23	1.10	10	1.05
5	57	1.02	0.63	41.18	0.30	28	1.04	16	1.02
Overall	326	1.04	0.64	42.72	0.32	157	1.10	90	1.05

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1		Quartile 2	
						N	Mean LG	N	Mean LG
K	55	1.21	0.84	56.04	0.73	29	1.32	12	1.12
1	62	1.17	0.95	50.57	0.56	36	1.23	14	1.12
2	59	1.09	0.76	47.94	0.47	27	1.10	17	1.13
3	76	1.09	0.83	43.26	0.29	42	1.13	24	1.05
4	39	1.12	0.90	47.75	0.41	19	1.14	11	1.12
5	57	1.13	0.89	52.76	0.53	23	1.13	24	1.15
Overall	348	1.13	0.86	49.43	0.49	176	1.18	102	1.12

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Learning Gain Imagine Schools - Grade

School
Period

Imagine Charter School at North Lauderdale
F2013-S2014

Average Learning Gain

Grade	N	Mean LG	Proportion Growth > expected
K	31	1.20	0.94
1	52	1.11	0.88
2	55	1.03	0.73
3	74	1.06	0.81
4	39	1.11	0.92
5	56	1.08	0.79
Overall	307	1.09	0.83

Notes

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Learning Gain Imagine Schools - Grade

School

Imagine Charter School at North Lauderdale

Period

F2012-S2013

Reading Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
K	29	1.15	0.79	55.66	0.72	15	1.25	2	1.23
1	36	1.07	0.67	49.62	0.50	14	1.18	8	1.01
2	46	1.02	0.65	42.11	0.26	16	1.09	16	1.00
3	48	1.06	0.69	38.48	0.29	33	1.07	6	1.01
4	50	1.04	0.78	40.31	0.28	31	1.05	12	1.04
5	34	1.02	0.62	40.04	0.24	17	1.04	9	0.99
Overall	243	1.06	0.70	43.46	0.36	126	1.11	53	1.05

Math Learning Gain

Grade	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in			
						Quartile 1	Quartile 2	Quartile 3	Quartile 4
						N	Mean LG	N	Mean LG
K	44	1.18	0.93	45.79	0.48	30	1.20	13	1.14
1	53	1.11	0.85	44.88	0.34	30	1.14	12	1.08
2	45	1.09	0.78	49.07	0.49	17	1.12	18	1.09
3	47	1.10	0.87	42.45	0.30	31	1.11	10	1.03
4	48	1.07	0.77	45.78	0.42	21	1.08	16	1.06
5	34	1.07	0.88	43.60	0.32	20	1.05	7	1.12
Overall	271	1.10	0.85	45.30	0.39	149	1.12	76	1.09

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Learning Gain Imagine Schools - Grade

School
Period

Imagine Charter School at North Lauderdale
F2012-S2013

Average Learning Gain

Grade	N	Mean LG	Proportion Growth > expected
K	29	1.18	0.90
1	43	1.09	0.77
2	67	1.06	0.67
3	73	1.06	0.82
4	77	1.07	0.75
5	59	1.06	0.74
Overall	246	1.08	0.77

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG >= 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG - 1.00)*100. Proportion NCE >= 50 represents the proportion of students scoring average or better on the Spring assessment

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The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – Exceptional Student Education (ESE)							
Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date		
CLASSROOM VISITATION: Evidence of Documented ESE Services Being Provided Rule 6A-6.03028, F.A.C.	Services are documented.	The school failed to document Speech and Language Therapy services on the EasyIEP Wizard.	Weekly, the Speech Language Pathologist (SLP), Michelle Hickman, will dedicate 60 minutes of time on the Speech Language Schedule to logging all speech and language services into Easy IEP Wizard. Biweekly, the SLP will run a Speech and Language Service Log as evidence that services for the biweekly period were entered. The SLP will submit the Speech and Language Service Logs to the ESE Specialist, Lisa Nurrito and the Principal, Erin Kelly.	Lisa Nurrito, ESE Specialist Erin Kelly, Principal	February 21, 2014		
			The ESE Specialist and principal will review the Speech and Language Service Log in order to confirm that services for the biweekly period were entered.				



The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – Exceptional Student Education (ESE)

Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date
			The Principal will address services that were not logged for the biweekly period with SLP. The SLP will record missing services within 24 hours of speaking with the principal.		

Corrective Action Plan – English for Speakers of Other Languages (ESOL)

Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date
Rule 6A-1.09432, F.A.C., All students classified as English Language Learners (ELLs) must participate in district and statewide	Are teachers adapting assessments of students appropriately for the student's level of English language proficiency? (e.g., portfolios, simplified language, graphic organizers, cloze activities, class projects, word banks?)	The school failed to implement alternative assessments or provide evidence of adapting assessments based on language proficiency.	Because Marzano's research supports that the use of nonlinguistic representations is the most underused teaching tool and that student involvement in the creation of nonlinguistic representations increase brain activity and improve learning, all	Samia Said, ESOL Coordinator and Instructional Coach Ashley Sweeton, Instructional Coach Erin Kelly, Principal	March 31, 2014

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Broward County Public Schools



The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.
Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – English for Speakers of Other Languages (ESOL)						
Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date	
assessment program, There is no categorical exemption from participation in the statewide assessment program for ELLs and Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.			Instructional staff will receive professional development targeting the use of non-linguistic representations as a form of assessment for ELLs. Instructional Coaches Ashley Sweeton and Samia Said will collaborate to plan and facilitate the professional development sessions, which are scheduled for February 24 and 26, 2014. The Professional Development sessions will target all teachers and will prepare them to use the following nontraditional and nonlanguage-dependent assessment strategies: <ul style="list-style-type: none">Using graphic organizers to demonstrate knowledge			

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The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – English for Speakers of Other Languages (ESOL)

Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date
			<ul style="list-style-type: none"> • Making physical models • Drawing pictures and pictographs • Engaging in kinesthetic activity • Demonstrating mastery through performance-based tasks <p>During Friday common planning sessions, instructional coaches will facilitate article studies that will deepen teachers' understanding of how to effectively modify traditional assessments. Article studies will begin on February 21, 2014.</p>		
Does the grading of ELLs follow the recommendations set forth by the ESOL Department and School Board Policy 6000.1?	The school failed to convene ELL committee meetings for retaining ELLs per policy 6000.1.		During the third quarter Collaborative Problem Solving Team (CPST) meetings, instructional staff members will review the second quarter report cards and assessment data for all ELLs. Third quarter	Samia Said, ESOL Coordinator and Instructional Coach Erin Kelly, Principal	July 2, 2014 ELL committee meetings for retained third graders will be completed by

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Broward County Public Schools



The School Board of Broward County, FL Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan - English for Speakers of Other Languages (ESOL)

Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date
			parent conferences will be scheduled for all ELLs marked as "Not Meeting Criteria for Promotion", as defined by the 2013-14 Quarter-by-Quarter Reading Progress Monitoring Plan Criteria. During parent conferences, instructional staff members will review promotion criteria as well as student progress and assessment data with parents. The ESOL paraprofessional, Jennie Gabriel, will translate as necessary.		August 8, 2014 (delayed due to Broward Promotion Assessment for Summer Camp scores).
			During the fourth quarter Collaborative Problem Solving Team (CPST) meetings, instructional staff members will review the third quarter report cards and assessment		



The School Board of Broward County, FL
Charter Schools Support Department
2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – English for Speakers of Other Languages (ESOL)							
Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date		
			<p>data for all ELLs. Parents will be invited to attend fourth quarter ELL Committee meetings for all ELLs marked as “Not Meeting Criteria for Promotion”, as defined by the 2013-14 Quarter-by-Quarter Reading Progress Monitoring Plan Criteria.</p> <p>Samia Said, the ESOL Contact, the homeroom teacher, and at least one instructional coach or the principal will participate in all ELL committee meetings. Parents will be invited and encouraged to attend all ELL committee meetings. The ESOL paraprofessional, Jennie Gabriel, will translate as necessary. ELL Committee members will compare</p>				



The School Board of Broward County, FL

Charter Schools Support Department

2013-2014 Corrective Action Plan

School	Imagine Charter School @North Lauderdale	School #	5171	Benchmark Enrollment	457	On-Site Visit Date	12/6/13
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The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

Section 1002.33(5)(b)(1)(a), Florida Statutes

Corrective Action Plan – English for Speakers of Other Languages (ESOL)							
Requirements	Description	Deficiencies	Action Steps Provide procedures for correction of each area noted as noncompliant	Charter School/ Governing Board Responsible Party for Monitoring & Implementation	Implementation Completion Date		
			assessment data to the 2013-14 Quarter-by-Quarter Reading Progress Monitoring Plan Criteria in order to make promotion and retention decisions. ELL committee meetings will be appropriately documented. Samia Said, the ESOL Contact will maintain a master spreadsheet that lists all ELLs and ELL Committee meeting dates. The principal will review the spreadsheet in order to verify that an ELL Committee was convened for all retained ELLs.				

Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
1	A-Aural/Oral	A1	8/21/2017	8/31/2017	8/31/2017	
2	A-Aural/Oral	1	8/22/2016	8/29/2016	9/27/2017	
K	A-Aural/Oral	B2	8/21/2017	8/24/2017	8/24/2017	
1	A-Aural/Oral	3	8/22/2016	8/31/2016	9/27/2017	
4	A-Aural/Oral	3	8/22/2016	8/26/2016	9/27/2017	
5	A-Aural/Oral	4	8/20/2012	9/18/2012	10/10/2017	10/10/2017
3	A-Aural/Oral	3	8/18/2014	8/28/2014	10/11/2017	10/11/2017
3	A-Aural/Oral	3	8/18/2014	8/21/2014	10/11/2017	10/11/2017
4	A-Aural/Oral	3	8/20/2012	9/18/2012	10/12/2017	10/12/2017
4	A-Aural/Oral	3	8/19/2013	8/30/2013	10/13/2017	10/13/2017
K	A-Aural/Oral	B1	8/21/2017	8/23/2017	8/23/2017	
1	A-Aural/Oral	1	8/22/2016	9/7/2016	9/27/2017	
4	A-Aural/Oral	3	8/20/2012	8/20/2012	10/11/2017	10/11/2017
5	A-Aural/Oral	4	8/22/2011	9/6/2011	10/10/2017	10/10/2017
K	A-Aural/Oral	A2	8/21/2017	8/24/2017	8/24/2017	
1	A-Aural/Oral	2	8/22/2016	9/9/2016	9/27/2017	
1	A-Aural/Oral	1	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	2	8/18/2014	8/20/2014	10/10/2017	10/10/2017
K	A-Aural/Oral	A2	8/21/2017	12/6/2017	12/6/2017	
1	A-Aural/Oral	2	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	8/26/2015	9/27/2017	
1	A-Aural/Oral	1	8/22/2016	9/8/2016	9/27/2017	
1	A-Aural/Oral	1	8/22/2016	8/22/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	8/27/2015	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	8/31/2015	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	9/4/2015	8/21/2017	
4	L-ELL/LEP Committee	3	8/19/2013	9/16/2013	10/13/2017	10/13/2017
K	A-Aural/Oral	B1	8/21/2017	8/23/2017	8/23/2017	
3	A-Aural/Oral	3	4/19/2016	4/20/2016	8/21/2017	
2	A-Aural/Oral	3	8/24/2015	8/27/2015	9/27/2017	
1	A-Aural/Oral	1	8/22/2016	9/13/2016	9/27/2017	
1	A-Aural/Oral	4	8/22/2016	9/8/2016	9/27/2017	
3	A-Aural/Oral	4	8/18/2014	8/22/2014	10/12/2017	10/12/2017
4	A-Aural/Oral	3	4/10/2013	4/12/2013	10/13/2017	10/13/2017
3	A-Aural/Oral	3	8/1/2015	9/13/2016	9/27/2017	

Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**

Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
2	A-Aural/Oral	3	1/13/2016	1/29/2016	8/21/2017	
K	A-Aural/Oral	B2	8/21/2017	8/23/2017	8/23/2017	
3	A-Aural/Oral	3	8/18/2014	8/21/2014	10/12/2017	10/12/2017
4	A-Aural/Oral	4	8/19/2013	9/11/2013	10/12/2017	10/12/2017
3	A-Aural/Oral	3	8/18/2014	8/22/2014	10/11/2017	10/11/2017
2	A-Aural/Oral	2	1/12/2016	2/8/2016	8/21/2017	
3	A-Aural/Oral	3	8/18/2014	8/22/2014	10/11/2017	10/11/2017
4	A-Aural/Oral	4	8/19/2013	9/3/2013	10/10/2017	10/10/2017
2	A-Aural/Oral	2	8/18/2014	8/20/2014	10/10/2017	10/10/2017
2	A-Aural/Oral	2	8/24/2015	10/29/2012	9/27/2017	
K	A-Aural/Oral	B1	8/21/2017	8/28/2017	9/27/2017	
2	A-Aural/Oral	A2	8/20/2015	9/4/2015	8/21/2017	
3	A-Aural/Oral	3	6/20/2013	8/29/2013	10/13/2017	10/13/2017
4	A-Aural/Oral	3	6/20/2013	8/29/2013	10/12/2017	10/12/2017
5	A-Aural/Oral	3	8/22/2011	8/23/2011	10/10/2017	10/10/2017
K	A-Aural/Oral	B1	8/21/2017	8/24/2017	8/24/2017	
1	A-Aural/Oral	2	8/22/2016	8/22/2016	9/27/2017	
K	A-Aural/Oral	A1	8/21/2017	10/13/2017	10/13/2017	
K	A-Aural/Oral	A1	8/21/2017	8/28/2017	8/28/2017	
3	A-Aural/Oral	3	8/24/2015	9/17/2015	9/27/2017	
1	A-Aural/Oral	2	8/22/2016	9/8/2016	9/27/2017	
2	A-Aural/Oral	2	8/18/2014	8/22/2014	10/10/2017	10/10/2017
2	A-Aural/Oral	3	8/24/2015	8/25/2015	9/27/2017	
2	A-Aural/Oral	2	8/24/2015	9/10/2015	9/27/2017	
2	A-Aural/Oral	1	8/24/2015	9/4/2015	9/27/2017	
K	A-Aural/Oral	A2	8/21/2017	8/24/2017	8/24/2017	
5	A-Aural/Oral	3	8/22/2011	9/15/2011	10/10/2017	10/10/2017
4	A-Aural/Oral	C1	8/19/2013	8/29/2013	10/13/2017	10/13/2017
3	A-Aural/Oral	3	8/18/2014	8/18/2014	10/11/2017	10/11/2017
4	A-Aural/Oral	4	8/20/2012	9/12/2012	10/13/2017	10/13/2017
1	A-Aural/Oral	3	8/22/2016	8/31/2016	9/27/2017	
2	L-ELL/LEP Committee	3	8/18/2014	11/18/2014	10/10/2017	10/10/2017
K	A-Aural/Oral	B2	8/21/2017	8/29/2017	8/29/2017	
4	A-Aural/Oral	3	8/20/2012	9/11/2012	10/12/2017	10/12/2017
3	A-Aural/Oral	2	8/18/2014	9/8/2014	10/10/2017	10/10/2017

Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
2	A-Aural/Oral	2	8/24/2015	8/31/2015	9/27/2017	
1	A-Aural/Oral	1	8/22/2016	9/12/2016	9/27/2017	
1	A-Aural/Oral	3	8/22/2016	8/30/2016	9/27/2017	
K	A-Aural/Oral	A2	8/22/2016	9/2/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	9/4/2015	9/27/2017	
2	A-Aural/Oral	2	8/19/2014	8/22/2014	10/10/2017	10/10/2017
2	A-Aural/Oral	3	8/24/2015	8/31/2015	9/27/2017	
1	A-Aural/Oral	2	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	9/4/2015	9/27/2017	
1	A-Aural/Oral	3	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	8/27/2015	9/27/2017	
3	A-Aural/Oral	A1	9/8/2016	9/13/2016	9/27/2017	
3	A-Aural/Oral	3	8/18/2014	8/28/2014	10/11/2017	10/11/2017
1	A-Aural/Oral	3	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	8/24/2015	9/27/2017	
4	A-Aural/Oral	4	8/19/2013	8/21/2013	10/12/2017	10/12/2017
4	A-Aural/Oral	4	8/19/2013	9/9/2013	10/13/2017	10/13/2017
1	A-Aural/Oral	2	8/22/2016	9/9/2016	9/27/2017	
K	A-Aural/Oral	B2	8/21/2017	8/30/2017	8/30/2017	
3	A-Aural/Oral	3	8/18/2014	8/25/2014	10/11/2017	10/11/2017
3	A-Aural/Oral	3	11/24/2014	12/9/2014	12/1/2017	12/1/2017
5	A-Aural/Oral	3	8/23/2010	10/6/2010	10/10/2017	10/10/2017
K	A-Aural/Oral	B1	8/21/2017	8/23/2017	8/23/2017	
2	A-Aural/Oral	3	8/24/2015	8/31/2015	9/27/2017	
2	A-Aural/Oral	2	8/24/2015	8/24/2015	9/27/2017	
3	A-Aural/Oral	2	8/24/2015	8/24/2015	9/27/2017	
2	A-Aural/Oral	A1	3/10/2017	3/10/2017	8/21/2017	
K	A-Aural/Oral	A1	8/21/2017	8/28/2017	8/28/2017	
3	A-Aural/Oral	3	8/18/2014	8/21/2014	10/13/2017	10/13/2017
1	A-Aural/Oral	2	8/22/2016	8/29/2016	9/27/2017	
3	A-Aural/Oral	3	8/18/2014	1/28/2016	10/11/2017	10/11/2017
K	A-Aural/Oral	B2	8/21/2017	8/29/2017	8/29/2017	
3	A-Aural/Oral	1	1/17/2017	1/23/2017	8/21/2017	
4	A-Aural/Oral	3	8/19/2013	9/10/2013	10/12/2017	10/12/2017
2	A-Aural/Oral	3	8/24/2015	8/26/2015	9/27/2017	

Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
4	A-Aural/Oral	A1	10/4/2017	10/11/2017	10/11/2017	
4	A-Aural/Oral	3	8/20/2012	8/30/2012	10/10/2017	10/10/2017
1	A-Aural/Oral	1	8/22/2016	9/12/2016	9/27/2017	
K	A-Aural/Oral	B2	8/21/2017	8/28/2017	8/28/2017	
4	A-Aural/Oral	1	9/12/2016	9/12/2016	9/27/2017	
3	A-Aural/Oral	1	9/12/2016	9/13/2016	9/27/2017	
2	A-Aural/Oral	3	8/24/2015	9/22/2015	9/27/2017	
3	A-Aural/Oral	3	8/22/2016	8/24/2016	9/27/2017	
3	A-Aural/Oral	2	8/24/2015	5/9/2016	8/21/2017	
3	A-Aural/Oral	3	9/3/2013	9/3/2013	10/10/2017	10/10/2017
2	A-Aural/Oral	3	8/27/2014	8/27/2014	10/10/2017	10/10/2017
1	A-Aural/Oral	4	8/22/2016	8/30/2016	9/27/2017	
4	A-Aural/Oral	4	8/19/2013	9/3/2013	10/13/2017	10/13/2017
4	A-Aural/Oral	3	8/24/2015	9/15/2015	9/27/2017	
5	A-Aural/Oral	3	9/4/2012	9/19/2012	10/10/2017	10/10/2017
2	A-Aural/Oral	2	8/24/2015	9/4/2015	9/27/2017	
K	A-Aural/Oral	A1	8/21/2017	8/23/2017	8/23/2017	
1	A-Aural/Oral	1	8/22/2016	9/7/2016	9/27/2017	
2	A-Aural/Oral	2	8/24/2015	8/26/2015	9/27/2017	
5	A-Aural/Oral	3	8/22/2011	9/15/2011	10/10/2017	10/10/2017
2	A-Aural/Oral	2	8/24/2015	9/10/2015	9/27/2017	
4	A-Aural/Oral	B1	8/20/2012	9/10/2012	12/4/2017	12/4/2017
4	A-Aural/Oral	B2	8/21/2012	9/10/2012	12/4/2017	12/4/2017
K	A-Aural/Oral	A2	8/21/2017	8/24/2017	8/24/2017	
K	A-Aural/Oral	B2	8/21/2017	8/28/2017	8/28/2017	
2	A-Aural/Oral	3	8/24/2015	8/26/2015	9/27/2017	
4	A-Aural/Oral	3	8/19/2013	9/13/2013	10/11/2017	10/11/2017
2	A-Aural/Oral	3	8/24/2015	9/3/2015	9/27/2017	
2	A-Aural/Oral	A1	8/21/2017	8/30/2017	8/30/2017	
4	A-Aural/Oral	A1	11/18/2016	11/21/2016	11/17/2017	
2	A-Aural/Oral	3	8/18/2014	8/25/2014	10/10/2017	10/10/2017
3	A-Aural/Oral	3	8/18/2014	8/25/2014	10/11/2017	10/11/2017
5	A-Aural/Oral	3	8/22/2011	9/14/2011	10/10/2017	10/10/2017
1	A-Aural/Oral	3	8/22/2016	9/7/2016	9/27/2017	
3	A-Aural/Oral	3	8/18/2014	8/21/2014	10/11/2017	10/11/2017

Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
1	A-Aural/Oral	1	12/1/2016	12/19/2016	12/1/2017	
K	A-Aural/Oral	B2	8/21/2017	10/12/2017	10/12/2017	
5	A-Aural/Oral	B2	8/22/2011	2/5/2014	10/10/2017	10/10/2017
4	A-Aural/Oral	3	8/22/2011	2/5/2014	10/11/2017	10/11/2017
K	A-Aural/Oral	A1	8/21/2017	8/30/2017	9/5/2017	
K	A-Aural/Oral	A2	8/21/2017	8/30/2017	8/30/2017	
3	A-Aural/Oral	3	8/18/2014	8/20/2014	10/10/2017	10/10/2017
4	A-Aural/Oral	3	8/20/2012	9/11/2012	10/12/2017	10/13/2017
2	A-Aural/Oral	2	8/18/2014	9/8/2014	10/10/2017	10/10/2017



2017 – 2018 School Excellence Plan (SEP)



Imagine School Name	
School Excellence Plan Leadership Team	
SCHOOL LEADER:	GROUP EXECUTIVE VICE PRESIDENT (EVP):
Erin Kelly	Rod Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Nancy Perkins (2 nd /3 rd ELA Teacher)	Jacquelyn Vernon
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Ashley Vellon (Assistant Principal)	Melissa Devlin
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Kathryn Burgess (Teacher Talent Developer) and Monica Said (Social Worker and Restorative Justice Facilitator)	Joyce Ferguson
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Erin Kelly (Principal)	Dr. Steve Rios
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Alicia Wright (Imagine Instructional Coach)	Natalie Reece
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Zachary Parchomenko (Teacher Talent Developer)	To be added
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)
Alicia Wright Kathryn Burgess Zachary Parchomenko	Kandy Lepurage (Kindergarten PLC Facilitator) Abbiegale Bruce-Owens (1 st Grade co-PLC Facilitator) Jacqueline Perez (1 st Grade co-PLC Facilitator) Shalom Harrilal (2 nd /3 rd Math/Science PLC Facilitator) Samia Said (5 th Grade PLC Facilitator) Fabiola Josil (Specials PLC Facilitator)

Imagine Schools 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.

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Developing Character, Enriching Minds!



School Vision and Mission Statements

Vision (A vision statement indicates what the school should ideally "look like" and what it is trying to achieve aligned with the organization's values and culture.)	Mission (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	Character Development Mission (A Character Development Mission supports the School's Mission Statement and provides focus and direction for the school's character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
At Imagine Elementary at North Lauderdale Charter School, we strive to ensure all students demonstrate above-average academic growth each year. We are committed to partnering with parents/guardians to implement a rigorous and individualized learning plan designed to meet the unique needs of each student.	It is all about the students. No exceptions. No excuses.	All Imagine North Lauderdale stakeholders will work together to grow students' minds and guide their hearts.

School Profile and Demographics

Brief History and Background of the School

(Include when school was established, where it is situated, physical environment, initiatives over the years, awards achieved, challenges faced, Grades for Measures of Excellence, partnerships and grants.) Update each year with new information on challenges and successes.

Imagine North Lauderdale was established as a Chancellor Beacon Academy in 2001 and transitioned to become an Imagine school in 2004. The 2017-2018 academic year marks Imagine North Lauderdale's 17th year!

Location

Imagine North Lauderdale is a tuition-free, public charter school located in an urban community within Broward County Public Schools, the sixth largest school district in the nation. As a school of choice without residential address boundaries, Imagine North Lauderdale enrolls many children whose parents or guardians partner with the school after an unsatisfactory experience at other schools located within North Lauderdale (48%), Fort Lauderdale (14%), Margate (9%), Lauderdale Lakes (8%), Tamarac (5%), Pompano Beach (4%) and other Broward communities (4%).

The 46,531 square foot campus is located within a strip mall and has 29 classrooms, a Media Center, a Computer Lab, a STEM Lab, a Multi-Purpose Room, and a Teacher Resource Room. The school's spacious classrooms have been used to maximize enrollment while maintaining space for specials classes - five classrooms house co-teach models with two teachers and 32 to 40 students.

Challenges Faced

The school targets a high-poverty demographic of students and families, most of whom are minorities – 69% Black, 26% Hispanic, 1% Asian, 2% Multiracial, and 2% White. Imagine North Lauderdale had a chronic history of low academic performance and in June 2011, earned the lowest 'F' grade in Broward County. Consequently, in August 2011, the school began a federally-funded School Improvement Turnaround Model. Since the 2013-2014 school year, the school has maintained a 'B' or 'C' grade.

In July 2012, Imagine North Lauderdale's middle school was self-closed by Imagine Schools due to challenges in meeting state and district academic performance measures. The loss of 270 students, along with the expiration of the School Improvement Grant in June 2014, has made economic sustainability an on-going challenge. Although the elementary school's enrollment has doubled since closing the middle school, meeting the academic, social, and emotional needs of an economically disadvantaged, transient, and growing student body is costly.



Initiatives

In order to maximize student academic growth, the school operates an extended school day (one hour longer than standard Broward County elementary schools) and offers numerous, free, extended afterschool, Saturday, and summer learning opportunities. As a 21st Century Community Learning Centers (21st CCLC) Grant recipient, the school also offers extensive extended learning opportunities – 12 hours per week of afterschool programming, four hours per week of Saturday School, and over 160 hours of Summer Learning Camp.

Imagine Schools' Awards Received

- 2012: Academic Growth – Most Improved, Runner-Up
- 2013: Academic Growth – School of the Year, Runner-Up
- 2013: Shared Values – Most Improved, Runner-Up
- 2014: Academic Growth – School of the Year, Runner Up
- 2015: Parent Choice – School of the Year, Most Improved
- 2016: Imagine Schools A+ Excellence Award for Shared Values

State Awards Received

- 2017: Florida Taxwatch Principal Leadership Award

Measures of Excellence Grades

Economic Sustainability	Parent Choice	Shared Values	Character Development	Learning Gains
13/14/15/16/17	13/14/15/16/17	13/14/15/16/17	13/14/15/16/17	13/14/15/16/17
A-/B+/B/B	B/C+/A/A/B+	A/B-/A-/A+/A-	B+/A-/A/A/NA	1.08/1.09/1.03/1.01/1.03

Grants

Current: 21st Century Community Learning Center Grant

- Awarded in September 2014
- \$255,000 initial year award (decreases by 5% per year)
- Five Year Span

Current: Title I Funding

- Awarded annually, based on the school's percentage of Economically Disadvantaged students
- Approximately \$330,000 in 2017-2018

Previous: School Improvement Grant

- Spanned August 2011 to June 2014
- Approximately \$585,000 per year

Partnerships

- Goldson Spine
- Publix
- Afterschool Providers (ASP)
- City of North Lauderdale Parks and Recreation
- Florida Atlantic University (FAU)
- Broward County Public Library System
- Kentucky Fried Chicken
- SLA Management (Food Service Provider)
- TD Bank
- Home Depot
- Kempo Karate

Imagine North Lauderdale School Profile

- Brief History and Background of the School**
- Years of Operation: 17 years**
- Unique Strengths**
 - Targeting the lowest 25% of students for learning gains.
 - Differentiating instruction across the content areas.
 - Parent satisfaction.
- Unique Weaknesses**
 - Increasing the number of students performing at or above proficiency in reading, math, writing, and science.
 - Accommodating needs of our diverse population.

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Student Demographics

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

Total Enrollment by Grade Level:

- K – 98 (15% of total population)
- 1 – 103 (16% of total population)
- 2 – 119 (19% of total population)
- 3 – 124 (19% of total population)
- 4 – 103 (16% of total population)
- 5 – 93 (14% of total population)

Current Enrollment	%	African American	%	Hispanic	%	Asian	%	Multi-Racial	%	White	%	% Free Reduced	Special Education	English Language Learners (LY)	Former English Language Learners (LF)
640		442, 69%		163, 26%		9, 1%		12, 2%		14, 2%		590, 95.7%	58, 9.0%	167, 26.1%	28, 4.3%

*The Free and Reduced Lunch percentage will continue to increase, until October 30, 2017.

Attendance Rates

- 2011-12: The student attendance rate was 95.2%
- 2012-13: The student attendance rate was 93.6%
- 2013-14: The student attendance rate was 94.2%
- 2014-15: The student attendance rate was 95.6%
- 2015-16: The student attendance rate was 93.8%
- 2016-17: The student attendance rate was 95.4%
- 2017-18: The student attendance rate is currently 95.5%

Staff Demographics

(Specify number of staff members and indicate roles. For instructional staff: include % of new teachers, % of teachers with 1-5 years and 6+ years of experience, % of teachers with advanced degrees, and % of teachers with specialized certifications.)

Experience:

- New to Imagine North Lauderdale Teachers: 29% (13 of 45)
- Veteran Imagine North Lauderdale Teachers: 71% (32 of 45)

- 1 to 5 Years: 69% (31)
- 6+ Years: 31% (14)

- Advanced Degrees: 33% (15)
- Reading Endorsed: 6% (2)

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Needs Assessment

DATA & 3 YEAR TRENDS

Shared Values

- Imagine Schools Staff, Student, and Parent Survey items related to Shared Values
- Other quantitative data: staff retention, in-house surveys
- Other qualitative data: testimonials, observations
- SEPR rating

ANALYZE & PRIORITIZE NEEDS

Shared Values

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Supporting Goal #	Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17	2017 Actual
1	Shared Values	Staff	I see myself working at Imagine for many years to come.	83	84	84	69	81	41	89	(1)	89
	Shared Values	Staff	I see myself as a vital part of the success of this school.	94	90	91	100	97	85	89	4	
	Shared Values	Family	I am aware that our school strives for success in Six Measures of Excellence.	92	93	91	94	95	83	81	(1)	
2	Shared Values	Student	People at my school care about me. (Justice)	84	68	74	70	73	60	65	16	
	Shared Values	Student	I have chances to be a leader in my class and at my school.	88	83	80	81	75	68	74	5	90
	Shared Values	Student	I am learning about Imagine's Shared Values of Integrity, Justice, and Fun.	95	84	97	88	89	70	72	11	
Average				89	84	86	84	85	68	78	6	
2017 Outcome				89								

2017 Replacement Survey Items			
Six Measure Focus	Survey	Goal	2017
Character Development - Moral	Family	I am aware that our school staff is attempting to live out Imagine Schools' Shared Values of	92
Character Development - Moral	Student	I have at least one teacher or adult at my school who I can talk to and who really understands	84

Areas of Strength- Three Year Trend
95%: I am given opportunities for teamwork and collaboration. (Staff Survey)

92%: Our staff attempts to live out the Imagine Schools' Shared Values of Integrity, Justice, and Fun. (Staff Survey)

Areas of Growth

- Continue to make efforts towards increasing staff satisfaction and retention.
- Ensure all school initiatives and interventions are being implemented and monitored with fidelity.

2014-2015 SEPR Rating: Maturing

- Students are invited to serve in some leadership roles within classrooms.
- Students be walked through leadership roles to inspire them to be curious and empowered to take even more pride in their school.

2011-2012 SEPR Rating: Emerging

- Ensure all stakeholders understand the meaning & application of Shared Values.
- Each team member experiences making a decision next year.

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Staff Intentional Retention Rates

2017-2018 Staff Retention: 79% (33 of 42)
2016-2017 Staff Retention: 86% (38 of 44)
2015-2016 Staff Retention: 71% (29 of 48)
2014-2015 Staff Retention: 78% (32 of 41)

Exhibit physical displays for Imagine
Shared Values and Six Measures
throughout the school building.



Character Development

- Imagine Schools Staff, Student, and Parent Survey items related to Character Development
- Other quantitative data: in-house surveys, discipline data (referrals, suspensions)
- Other qualitative data: testimonials, observations
- List of service learning opportunities
- SEPR rating

Character Development

- Areas of strength and growth
- SEPR & NACT recommendation
- Use this analysis to identify areas for improvement in the EQUIP section for each goal

Culture & Climate Survey Data Trends

Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17
Character Development - Culture/Climate	Staff	Students behave respectfully toward staff.	63	56	49	23	45	37	50	7
Character Development - Culture/Climate	Student	Students at my school treat adults with respect.	70	49	59	34	43	40	42	21
Character Development - Culture/Climate	Staff	Students show respect for school property	79	58	53	42	48	31	58	21
Character Development - Culture/Climate	Student	I try to take good care of our school property	95	88	94	92	91	81	81	7
Character Development - Culture/Climate	Student	Students at my school take care of our school property.		47	55	43	44	32	32	48
Average			77	60	62	47	54	44	53	17

2017 Replacement Survey Items - Culture & Climate

Six Measure Focus	Survey	Goal	2017
Character Development - Culture/Climate	Staff	I see positive changes in our students' behavior as a result of our school's emphasis on character development	79.2
Character Development - Culture/Climate	Student	Teachers and other adults at this school teach me how I am expected to act in class and throughout the school.	94.7

Areas of Strength- Three Year Trend

98%: Teachers and other adults in this school expect me to do my best. (Student Survey)

100%: Students have opportunities to work in small groups and learn the skills required for effective teamwork and collaborate. (Staff Survey)

Areas of Growth

- The school will decrease the frequency of external suspensions, internal suspensions, and behavioral referrals out of the classroom.

- Students will learn strategies to resolve conflict and respect one another.

- Students will learn beneficial skills to integrate into their lives in and out of school.

2014-2015 SEPR Rating: Maturing

- Identify ways to maintain positive behaviors in unstructured settings such as the lunchroom.
- Provide students with individual behavioral/character goal-setting by all students.

2011-2012 SEPR Rating: Emerging

- Clearly define and showcase your character traits.
- Determine if your character traits are to be interwoven with shared values.



Moral Character Development Survey Data Trends

Create a behavior rubric that corresponds with character and/or infuse with Class Dojo.

Site Measure - Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17
Character Development - Moral	Family	Students at our school are learning how to resolve conflicts appropriately.	84	84	89	85	78	69	71	0
Character Development - Moral	Student	I am learning how to resolve arguments and fights peacefully.	88	71	80	73	70	60	67	17
Character Development - Moral	Student	My classmates and I can disagree without fighting.	85	67	75	66	65	53	57	18
Character Development - Moral	Student	I treat other people the way I would like them to treat me.	88	77	88	80	77	75	83	11
Character Development - Moral	Student	If someone does something wrong to me, I can forgive them.	69	57	71	70	56	45	44	12
Average			83	71	81	75	69	60	64	12

2017 Replacement Survey Items - Moral Character

Site Measure - Focus	Survey	Goal	2017
Character Development - Moral	Student	My classmates and I have opportunities to work together and give each other feedback	85
Character Development - Moral	Student	I am growing in empathy by learning how to understand the feelings of others	88

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Performance Character Survey Data Trends

Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17
Character Development - Performance	Student	I work with my teachers to set my own academic and character goals.	90							
Character Development - Performance	Student	I finish my homework even if there is something else I would you rather do.	91	71	78	81	69	65	75	20
Character Development - Performance	Student	I try to do my best on my school work.	90	90	90	93	91	88	94	0
Character Development - Performance	Student	When I am wrong I admit it.	71	69	80	80	77	64	67	2
Character Development - Performance	Student	I set learning goals for myself.	90	79	83					11
Character Development - Performance	Student	I keep track of my progress toward meeting my goals.	92	79	79					13
Character Development - Moral	Student	I keep trying even when my school work is challenging.	95	85	87					10
Average			88	79	83	85	79	72	79	9

Six Measure Focus	Survey	Goal	2017
Character Development - Moral	Student	In our class, we own up to our mistakes and help each other do better.	71
Character Development - Moral	Student	I work with my teachers to set my own academic and character goals.	90
Character Development - Moral	Student	I feel comfortable asking questions in class to help me learn better.	83.6
Character Development - Moral	Student	I am able to describe my progress in reaching my learning goals.	92
Character Development - Moral	Student	Even if my schoolwork is challenging, I can learn it through effort.	95
Character Development - Performance	Student	Homework and class practice help me grow and master my learning goals.	91



Civic Character Development Survey Data Trends

Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17
Character Development - Civic	Student	I try to help other people at school.	85	77	84	82	82	67	71	8
Character Development - Civic	Student	I try to make new students feel welcome at our school.	88	83	88	84	87	75	78	5
Character Development - Civic	Student	I am learning to be a good citizen of my school and neighborhood.	88	86	91	88	92	78	75	2
Character Development - Civic	Student	I use what I learn at school to help improve my community.	85	79	85	76	83	68	70	6
Average			87	81	87	83	86	72	74	5

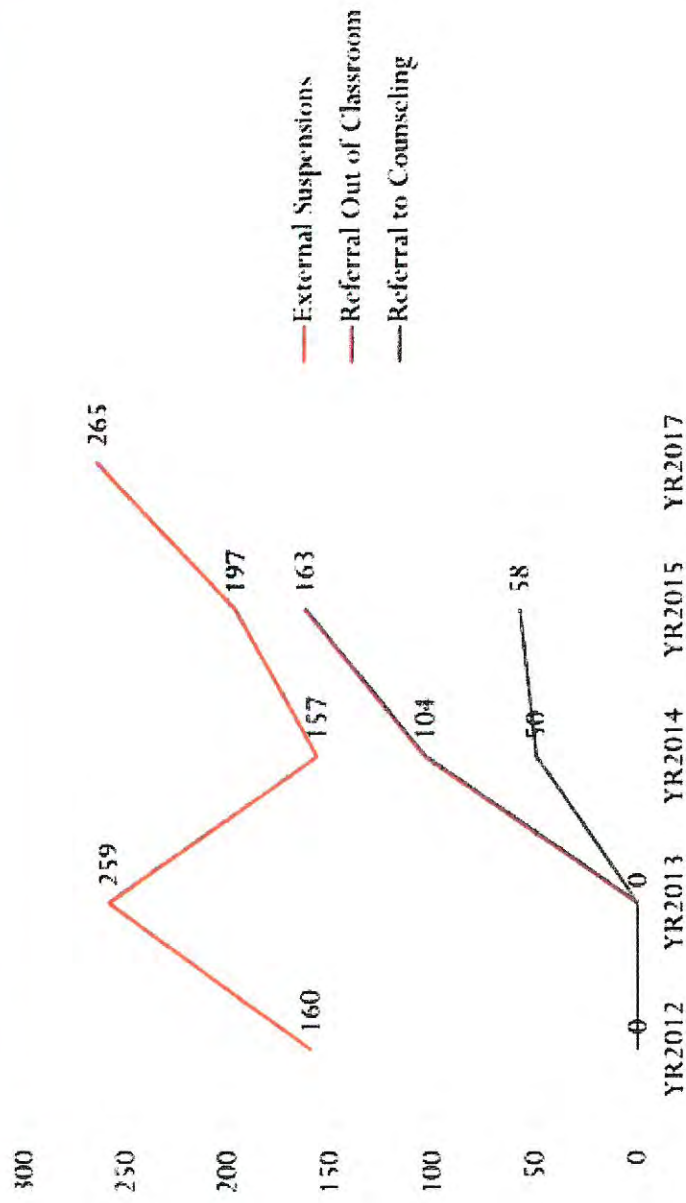
2017 Replacement Survey Items – Civic Character

Six Measure Focus	Survey	Goal	2017
Character Development - Civic	Student	My teachers help me connect what I am learning in class to life outside the classroom.	85
Character Development - Civic	Student	My classmates and I have opportunities to work together and give each other feedback.	85
Character Development - Civic	Student	I have chances to be a leader and help make decisions in my classroom and school.	88



NORTH LAUDERDALE

Referral & Suspension Data





Parent Choice												
<ul style="list-style-type: none">Imagine Schools Parent SurveyOther quantitative data: in-house surveys, attendance, re-enrollment, student mobilityOther qualitative data: testimonials and observationsSEPR rating												
Supporting Goal #	Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17	2017 Actual
1	Parent Choice	Family	I volunteer at our school.	97	22	29	27	23	22	24	75	96
	Parent Choice	Family	The school offers me opportunities to get involved in my children's education.	95	87	93	95	88	83	77	8	
	Parent Choice	Family	The principal is accessible to parents and guardians.	92	83	91	87	93	86	82	9	
2	Parent Choice	Family	The school respects my opinions and concerns regarding school issues.	No Survey Item	87	91	89	91	80	80		92
	Average			95	70	76	75	74	68	66	25	

2017 Replacement Survey Items

Six Measure Focus	Survey	Goal	2017
Parent Choice	Family	As an active partner in my children's education, I read all school communications sent home and I am comfortable communicating any concerns I have.	97

Reenrollment Rates:
2016-2017: 86.03%
2015-2016: 81.9%
2014-2015: 70.5%
2013-2014: 79.7%

| **Parent Choice** - Areas of strength and growth - SEPR & NACT recommendations - Use this analysis to identify areas for improvement in the **EQUIP** section for each goal **Areas of Strength- Three Year Trend** 96%: This school provides a welcoming and supportive environment for students, families, and staff. (Staff Survey) 95%: Our school promotes family involvement in school event and activities. (Staff Survey) **Areas of Growth** - Increase parent/guardian participation in students' education. - Increase parent understanding of school-wide expectations. **2014-2015 SEPR Rating: Advanced** - Identify opportunities to increase parental volunteer opportunities. **2011-2012 SEPR Rating: Emerging** - Update communication with parents by creating a website and provide a consistent communication with parents at least once per month. - Use Parent Education Nights focusing on the Six Measures. - Provide an opportunity for re-enrollment prior to the end of the school year. Invite parents to serve on various task forces. | | | | | | | | | | | | |

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Needs Assessment

DATA & 3 YEAR TRENDS

Academic Growth

- STAR & State Assessments & Learning Gain Reports
- AEF Literacy Focus walk-through data
- Professional Development Implementation data
- Other quantitative (in-house surveys) & qualitative data (testimonials, observations)
- SEPR rating and recommendations

ANALYZE & PRIORITIZE NEEDS

Academic Growth

- State Assessment results of students that met/did not meet target mastery levels
- Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment
- AEF Literacy Focus implementation
- Teacher Professional Growth
- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Florida Standards Assessment (FSA)/Florida Comprehensive Assessment Test (FCAT) Annual Comparative Data

	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Free & Reduced Lunch Rate	96	96	98	96	97	98	96	95	89	87
Minority Rate	98	97	97	97	95	97	97	97	97	98
FSA/FCAT 2.0 Reading % Proficient	34	31	35	32	29	28	39	45	52	47
FSA/FCAT 2.0 Reading Learning Gains	58	51		74	62	62	50	51	72	51
FSA/FCAT 2.0 Reading Lowest 25% Learning Gains	63	50		74	78	65	53	57	65	42
FSA/FCAT 2.0 Math % Proficient	55	43	43	48	37	43	41	46	37	41
FSA/FCAT 2.0 Math Learning Gains	74	69		86	42	73	35	54	46	50
FSA/FCAT 2.0 Math Lowest 25% Learning Gains	73	59		88	53	83	50	70	47	61
FSA/FCAT Writing Proficiency				68	57	64	73	78	93	84
FCAT 2.0 Science Proficiency	28	37	45	39	40	32	12	12	6	18
Percentage of Total School Accountability Points	55%	49%	41%	64%	50%	56%	44%	52%	52%	49%
State Awarded Letter Grade	B	C	C	B	D	C	F	D	D	F

Areas of Strength

Overall FSA ELA Learning Gains:

FSA ELA Learning Gains increased by 7%, from 51% in 2016 to 58% in 2017.

Bottom Quartile FSA ELA Learning Gains increased by 13%, from 50% in 2016 to 63% in 2017.

This demonstrates that, although there was a decrease in fifth grade proficiency, Imagine North Lauderdale's teachers increased the percentage of students who demonstrate a year's worth of growth.

Overall FSA Math Learning Gains:

FSA Math Learning Gains increased by 5%, from 69% in 2016 to 74% in 2017.

Bottom Quartile FSA Math Learning Gains increased by 14%, from 59% in 2016 to 73% in 2017.

Not only did Imagine North Lauderdale increase average proficiency rates by 12%, learning gains also increased in both measurable areas.

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FSA ELA Grade Level Comparative Data

Grade	2017	2016	2015	2014	2013	2012	Same Student Change
Grade 3	29	25	24	22	22	23	
Grade 4	36	32	38.1	42	32	28	(+11)
Grade 5	29	36	49	39	34	33	(-3)

3rd FSA ELA: Third grade reading proficiency increased by 4%, from 25% in 2016 to 29% in 2017. This increase is partially due to the fact that 100% of the 2016 team members returned to teach in 2017. Also, our 2nd and 3rd grade departmentalization model exposes teachers to both second and third grade content, so that teachers truly understand what their second graders will need to master in third grade. The model also ensures that students who were enrolled in second grade loop with their teacher to third grade. Teachers strive to teach their second graders in a manner that will prepare them for success on the third grade FSA test.

4th FSA and STAR ELA: Fourth grade reading proficiency increased from 32% in 2016 to 36% in 2017. Same student data demonstrates that 2017's fourth grade FSA ELA scores increased by 11% compared to how those students scored on their 2016 third grade FSA ELA. This increase is partially due to the fact that 100% of the 2016 team members returned to teach in 2017. Although fourth grade's STAR mean learning gains fell from 1.03 to 1.01 and the percentage of students achieving learning gains decreased from 57% to 54%, FSA learning gains increased in fourth grade.

5th FSA and STAR ELA: Fifth grade same student reading proficiency fell by 3%, from 32% when the students were fourth graders to 29% as fifth graders. This drop is partially attributed to turnover in one of our fifth grade positions. Two teachers were replaced due to performance concerns and, during the second semester, the position was eventually filled by an instructional coach. Although fifth grade's FSA proficiency rates fell, the grade's STAR mean learning gains increased from 1.05 to 1.07.

FSA Math Grade Level Comparative Data

Grade	2017	2016	2015	2014	2013	2012	Same Student Change
Grade 3	47	32	36.6	44	42	52	
Grade 4	55	51	40	53	36	36	(+23)
Grade 5	56	51	52.9	48	31	40	(+5)

3rd Math: Third grade math proficiency increased by 15%, from 32% in 2016 to 47% in 2017. Based on the needs explained in the 2016 version of this report, it became evident that our Math Instructional Coach needed to shift her focus from solely supporting fourth and fifth grade math and increase her time spent supporting third grade math. This proved challenging due to time

In 2017, Imagine North Lauderdale's mean STAR Learning Gains and the percentage of students who made a learning gain increased in all areas other than those highlighted in red. Although we did not achieve the SEP goals below, which we established at a high level, we are satisfied with our growth and are especially pleased that we achieved a Reading Learning Gain of at least 1.0 in every grade level.

☼ By June 2017, the mean Reading Learning Gain for all students will improve from 1.02 to 1.05, as measured by the Fall 2016 to Spring 2017 STAR Reading Assessment.

○ Evaluate: We increased from 1.02 to 1.03.

☼ By June 2017, the mean Math Learning Gain for all students will improve from 0.99 to 1.05, as measured by the Fall 2016 to Spring 2017 STAR Math Assessment.

○ Evaluate: We increased from 0.99 to 1.02.

Areas of Growth

Fifth grade teachers and Instructional Leadership Team members were disappointed to discover that 2017 FCAT Science proficiency was lower than 2012 – 2016.

2014-2015 SEPR Rating: Exemplary
The SEPR recommends that:

- Data notebooks be implemented in the intermediate academy so students track growth and set



constraints; however, third grade math became a bigger priority than in previous years. Consequently, the Math Coach co-taught during third grade Math Road to Success time in order to support approximately 50% of third grade students' math instruction. Her support during third grade math instruction was instrumental in this proficiency increase. The increase is also partially due to the fact that 100% of the 2016 team members who were invited to return in 2017 did so. Also, our 2nd and 3rd grade departmentalization model exposes teachers to both second and third grade content, so that teachers truly understand what their second graders will need to master in third grade. The model also ensures that students who were enrolled in second grade loop with their teacher to third grade. Teachers strive to teach their second graders in a manner that will prepare them for success on the third grade FSA test.

4th FSA and STAR Math: Fourth grade math proficiency increased from 51% in 2016 to 55% in 2017. Same student data demonstrates that 2017's fourth grade FSA ELA scores increased by 23% compared to how those students scored on their 2016 third grade FSA ELA. Although fourth grade's STAR mean learning gains fell from 1.08 to 1.06 and the percentage of students achieving learning gains decreased from 68% to 67%, FSA learning gains increased in fourth grade.

5th Math: Fifth grade same student math proficiency increased from 51% in 2016 to 56% in 2017. Same student data demonstrates that 2017's fifth grade FSA Math scores increased by 5% compared to how those students scored on their 2016 fourth grade FSA Math test.

FSA ELA (Writing) Performance

FSA ELA (Writing) Performance	2017	2016
Language and Editing	66	60
Text Based Writing	57	51
% Proficient (7 out of 10 on Text Based Writing)	25	

goals for themselves.

2011-2012 SEPR Rating: Emerging

- Differentiate Professional Development to meet individual teacher needs.
- Create a system to prevent classroom interruptions.
- Improve instructional pacing to increase student engagement and increase time on task. This will allow for additional practice of essential skills and decrease student misbehavior.

Implement initiatives that align with your mission: Imagine Schools Advanced Reading Challenge, Imagine Schools National Character Essay Contest, and We Give Books. (www.wegivebooks.org)



School Name	Total Test Scores								Percentage Level 3 and Above	Mean Points Earned By Content Area			
	Number of Students		Mean Scale Score	% in each Achievement Level						Nature of Science	Earth and Space Science	Physical Science	Life Science
				1	2	3	4	5					
IMAGINE CHARTER/N LAUDERDALE	82	169	44	28	20	4	5	28%	10	16	16	14	
									6	9	9	8	
									60%	56%	56%	57%	

Overall, Imagine North Lauderdale continues to outperform other School Improvement Grant recipient schools within Broward County.

2017 Florida Standards Assessment – School Improvement Grant (SIG) Recipient Comparison

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Percent of Total Possible Points	Grade 2017	Grade 2016	Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	% Minority	% Econ. Disadv.
IMAGINE CHARTER/N LAUDERDALE	34 (3rd)	58 (1st)	65 (1st)	55 (2nd)	74 (1st)	73 (1st)	28 (1st)	55 (1st)	C	C (1st)	B (1st)	C	D	C	F	D	D	F	C	C	C	F	98.0	95.6
NORTH LAUDERDALE PK-8	40	38	32	50	52	46	26	43	C	C	C	D	C	C	C	F	C	C	C	B	C	C	98.4	94.1
WALKER ELEMENTARY SCHOOL (MAGNET)	19	42	56	25	52	56	7	37	D	F	F	F	D	C	C	C	F	C	D	C	C	C	98.5	98.8
LARKDALE ELEMENTARY SCHOOL	16	35	36	24	38	33	18	29	F	C	F	F	D	C	B	D	C	F	C	F	C	F	99.8	96.1
NORTH FORK ELEMENTARY SCHOOL	24	41	44	40	59	42	26	39	D	C	F	F	D	C	C	D	C	F	B	C	B	C	97.4	99.2
DILLARD ELEMENTARY SCHOOL	18	44	54	38	49	44	17	38	D	F	F	F	C	D	C	B	F	A	C	A	A	A	95.6	98.9
DR. MARTIN LUTHER KING MONTESSORI ACADEMY	22	40	52	26	35	19	17	30	F	D	F	F	F	D	C	D	C	D	C	C	C	C	98.6	98.3
SUNLAND PARK ACADEMY	44			58				51	C	C	F	A	D	F	D	F	F	F	D	D	D	D	97.5	95.9

Within Broward County, there are 37 schools where 95% of more of students are considered Economically Disadvantaged. Based on 2017 Florida school grade data, Imagine North Lauderdale was the top performing school.

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Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELLevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



School Name	Acceleration	Units Earned	Percent of Total Possible Points	Grade 2017	Grade 2016	Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Alternative/ES E Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region	
DEERFIELD PARK ELEMENTARY SCHOOL	7	54	100	B	D	D	D	C	D	D	C	B	B	B	A	B	B	C	C	C	N	01	97.0	95.1	3	1
BETHUNE MARY M. ELEMENTARY SCHOOL	7	52	99	C	F	D	C	C	B	C	B	C	C	A	C	B	C	C	C	C	N	01	94.2	95.2	3	2
LAKE FOREST ELEMENTARY SCHOOL	7	44	100	C	D	F	F	D	C	B	C	B	B	B	A	A	B	C	C	C	N	01	97.3	95.4	3	3
SOMERSET VILLAGE ACADEMY	7	53	100	C	C	D	C	C	C	C	C	C	C	C	C	C	C	C	C	C	N	01	93.8	95.5	3	4
ILLOYD ESTATES ELEMENTARY SCHOOL	7	51	100	C	C	D	C	C	B	A	B	C	B	B	A	B	B	C	D	C	N	01	96.0	95.6	3	5
IMAGINE CHARTER/N. LAUDERDALE	7	55	100	B	C	C	B	D	C	F	D	D	F	C	C	C	F	C	N	N	01	98.0	95.6	3	6	
LAUDERHILL 6-12	9	48	98	C	D	D	F	F	F	D	C	C	C	F	C	C	D	C	C	C	N	04	99.0	95.6	3	7
VILLAGE ELEMENTARY SCHOOL	7	42	99	C	D	F	C	B	A	B	D	C	C	B	C	C	C	C	D	N	01	96.8	95.7	3	8	
BROWARD ESTATES ELEMENTARY SCHOOL	7	44	100	C	D	F	F	F	D	D	C	A	C	C	B	A	C	C	C	A	N	01	98.9	95.8	3	9
SUNLAND PARK ACADEMY	2	51	100	C	C	F	A	D	F	D	D	F	F	F	D	D	D	F	C	C	N	01	97.5	95.9	3	10
WATKINS ELEMENTARY SCHOOL	7	54	100	B	D	D	F	D	C	C	A	A	A	B	A	C	C	C	D	C	N	01	97.7	95.9	3	11
WEST HOLLYWOOD ELEMENTARY SCHOOL	7	51	100	C	C	C	D	C	B	A	C	A	A	B	A	C	B	B	C	N	01	89.5	96.0	3	12	
LARKDALE ELEMENTARY SCHOOL	7	29	100	F	C	F	F	D	C	B	D	C	D	F	C	F	C	D	C	D	N	01	99.8	96.1	3	13
PARK LAKES ELEMENTARY SCHOOL	7	42	99	C	F	D	C	D	D	C	C	B	C	C	B	C	B	N	N	N	01	97.1	96.2	3	14	
LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL	7	52	99	C	D	C	C	C	B	A	C	C	C	C	A	C	B	C	C	D	N	01	98.8	96.3	3	15
TEDDER ELEMENTARY SCHOOL	7	49	99	C	D	D	D	D	D	C	C	A	B	B	A	D	C	D	C	C	N	01	96.7	96.5	3	16

In 2017, Imagine North Lauderdale's mean STAR Learning Gains and the percentage of students who made a learning gain increased in all areas other than those highlighted in red. Although the school did not achieve the STAR SEP goals, which were established at a high level, we are satisfied with our growth and are especially pleased that we achieved a

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Reading Learning Gain of at least 1.0 in every grade level.



Evaluate STAR Learning Gains

Percentage of Students Making One Year's Worth of Growth

Grade	Year End	% Reading LG	Mean Reading LG	% Math LG	Mean Math LG	Average LGs
K	2017		1.132			
	2016		N/A		N/A	
1	2017	53%	1.02	42%	0.97	52%
	2016	52%	1.02	31%	0.94	49%
2	2017	59%	1.01	55%	1.03	57%
	2016	57%	1.01	47%	0.97	53%
3	2017	60%	1.04	46%	0.99	52%
	2016	53%	0.99	35%	0.94	35%
4	2017	54%	1.01	75%	1.06	67%
	2016	57%	1.03	71%	1.08	68%
5	2017	71%	1.07	71%	1.07	82%
	2016	71%	1.05	73%	1.08	73%
Overall		59%	1.03	57%	1.02	61%
		57%	1.02	49%	0.99	54%



Economic Sustainability

- Imagine Schools Staff Survey items related to Economic Sustainability
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

Economic Sustainability

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Areas of Strength - Three Year Trend

- The school was awarded the 21st Century Community Learning Center in October 2014. The grant funds approximately \$250,000 per year of extended learning opportunities.

- In Spring 2017, the school hosted its most successful fundraising event. The School Carnival raised \$1,700.

- Student enrollment has increased from 2016-2017 to 2017-2018. Within three years of closing the middle school, the elementary enrollment grew by 270 students (from 315 to 586) - the exact amount of students lost when the middle school closed - and continued to increase during all years, excepted for 2016-2017.

Areas of Growth

- Provide staff members with more knowledge of school finances and budget in order to increase staff ownership of improving economic sustainability.

- Continue marketing activities that maintain and grow enrollment within this competitive school-choice climate.

2014-2015 SEPR Rating: Maturing

- Create a Task Force charged with identifying options to equip staff and students with needed school supplies.
- Implement the Imagine philosophy and equip all staff with knowledge of the revenue and expense categories.

2011-2012 SEPR Rating: Not Evident

- Create a strong marketing plan in order to become up to date on indirect costs -and lease payments.

Six Measure Focus	Survey	Goal	2017	2016	2015	2014	2013	2012	2011	Change from 16 to 17
Economic Sustainability	Staff	I have been given an opportunity to become familiar with our school's budget and finances.	83	72	75	77	70	30	73	11
Average, 2011 - 2017			68.6							

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	<ul style="list-style-type: none">• Economic Sustainability should meet on a consistent basis to review the budget.• Economic Sustainability should present the budget at staff meetings and encourage active participation of all staff in budgetary decisions. <p>Post monthly the budget for easy access and staff review.</p>
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2017 – 2018 School Excellence Plan (SEP)



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 • Roles and responsibilities for multi-levels of leadership are defined • Instructional leader guides and coordinates a school culture of positive character development and academic growth • Stakeholders commit to the priorities of the Six Measures of Excellence • A School Excellence Plan (SEP) is developed collaboratively to provide one plan that bridges other accountability plans into a clear focus for the year • All stakeholders work collaboratively to meet goals established in SEP • Stakeholders monitor progress towards goals • The Academic Excellence Framework (AEF) is embedded into the culture of the school

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

By the end of the 2017-2018 school year, the average agreement rate (strongly agree & agree) for Shared Values survey items will be at least 94% in the Imagine Schools Student (92% in 2017), Staff (87% in 2017), and Family (96% in 2017) Surveys.

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	Goal(s) Met?	
						YES	NO
Area for Improvement: Staff Retention Data: In 2017, 77% of Imagine North Lauderdale staff members envisioned themselves working at the school for many years to come.	An Employee Satisfaction Task Force will administer an Employee Satisfaction Improvement baseline survey and will use survey data to identify actions that will increase employee satisfaction. The Employee Satisfaction Task Force will partner with the Shared Values Committee to roll out employee satisfaction improvement initiatives, as identified with the baseline survey data.	Employee Satisfaction Task Force Employee Satisfaction Improvement Baseline Survey Other tools and resources will be identified based on survey results	First Task Force meeting by October 10, 2017 Survey administered and data compiled by December 22, 2017 Shared Values Committee meeting. Improvement initiatives to improve employee satisfaction from November to June	Ginger Lowry – Employee Satisfaction Task Force Decision Maker Nancy Perkins and Ginger Lowry – Shared Values Committee Chair	Progress Monitoring – Internal Staff Survey 2018 Staff Survey data 2018 – 2019 Intentional Employee Retention Rate		
Area for Improvement: Monitoring and Feedback Data: In 2017, 92% of Imagine North Lauderdale staff members affirmed the administrators evaluate individual performance and help identify areas of growth.	All staff members will receive monitoring and feedback by the Assistant Principal and/or Principal at least bi-weekly.	Marzano Teacher Evaluation System	October 2017 – June 2018	Ashley Vellon, Assistant Principal Erin Kelly, Principal	Progress Monitoring – Internal Staff Survey 2018 Staff Survey data		



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
Best practices on improving employee morale.	Employee Satisfaction Task Force and Shared Values Committee members will engage in a book or article study to identify and review best practices on improving employee morale.	Facilitator: Erin Kelly Audience: Instructional Leadership Team Members	Article study will take place from January 2018 – June 2018	Progress Monitoring – Internal Staff Survey Erin Kelly, Principal Ashley Vellon, Assistant Principal

ENGAGE in Implementation: SHARED VALUES

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Goal: By the end of the 2017-2018 school year, the average agreement rate (strongly agree & agree) for Shared Values survey items will be at least 94% in the Imagine Schools Student (92% in 2017), Staff (87% in 2017), and Family (96% in 2017) Surveys.

Progress Monitoring:

Planned strategies align with the established goal. The Employee Satisfaction Task Force has met but has not yet administered a baseline survey to help identify initiatives that will increase employee satisfaction. Task Force members have designed and delivered several morale boosters North Lauderdale staff members, however. Instructional Leadership Team members have not yet engaged in an article study to identify and review best practices on improving employee morale. Implementation dates have been revised in order to provide additional time to establish action steps and equip staff members with aligned professional development.

Teacher Morale Boosters



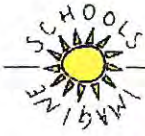


Progress Monitoring II

EVALUATE Efforts: SHARED VALUES

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

SHARED VALUES Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



2017 – 2018 School Excellence Plan (SEP)



Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

All stakeholders are committed to building a culture of high academic and character expectations and agree on a set of moral, performance, and civic character values to be upheld by the school community • Character values are clearly and consistently modeled and integrated into every aspect of the school day • A physically and emotionally safe and supportive school-wide learning environment, based on mutual respect and fairness, is established and upheld • Teachers exhibit cultural responsiveness and use a growth mindset to build students' sense of belonging to the school community • Students will learn the Character and Social-Emotional Learning skills to help them serve as leaders, decision makers, and role models to their younger peers • Appropriate methods of recognition are employed to foster intrinsic motivation in staff and students • Successes that bring attention to the school's vision, mission and goals are celebrated • Teachers model, reinforce, and convey expectations for habit-building routines that operate consistently across the school and in each classroom • Staff use a positive approach to school and classroom discipline that is consistent with character values and includes restorative/peace building practices • The school routinely assesses its culture and climate, the functioning of its staff as character educators, and the extent to which students manifest good character • The school emphasizes an optimal learning environment that is inclusive and culturally relevant to all students by reflecting students' unique home and community backgrounds

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

By the end of the 2017-2018 school year, the average agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 92%, as measured in the Imagine Schools Student (89% in 2017), Staff (87% in 2017), and Family (94% in 2017) surveys.

EQUIP with Implementation Action Plan: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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	Goal(s) Met?	
					YES	NO
For the last few years Imagine North Lauderdale has strived to teach students about respect. In the 2016-2017 school year, Staff Survey item, "At this school, everyone (students, teachers and administrators) treat each other with respect," Staff members responded with 62.5% agreement.	Implement school-wide Positive Behavior Interventions and Supports (PBIS) school-wide. PBIS include school-wide rules, which are embedded in the Imagine North Lauderdale pledge that students and staff members recite each day. PBIS also includes <u>The 7 Habits of Happy Kids</u> character traits.	The 7 Habits of Happy Kids, by Stephen Covey Class Dojo Monthly Positive Behavioral Interventions and Supports Restorative Justice circles Morning Meeting Activities R-E-S-P-E-C-T Classroom Banner	August 2017 - June 2018 August 21 – September 1, 2017: Staff members explicitly taught the IMAGINE, HALLS, and LUNCH rules. R-E-S-P-E-C-T acronym January 2018 Monthly 7 Habits Focus: September 2017: Be Proactive October 2017: Begin with the End in	All Imagine North Lauderdale employees	Progress Monitoring – Internal Staff Survey 2017-2018 Student Survey data Comparison of monthly PBIS Celebration attendance figures	
On the Student Survey, 70.3% of Imagine North Lauderdale student's responded favorably to At this school, everyone (students and adults) treat each other with respect.	Roll out Restorative Justice practices to teach students how to build meaningful and respectful relationships with one another					



	<p>Incorporate Morning Meetings as a school wide initiative in order to foster respectful class communities.</p> <p>Classroom, specials teachers, and staff members will explicitly teach the school-wide IMAGINE, HALLS, and LUNCH rules, R-E-S-P-E-C-T acronym and the 7 Habits (see timeframe).</p> <p>Students will be positively reinforced and rewarded using the incentives:</p> <p>Individual Incentives: Class Dojo points, clip charts, positive marks on behavior plans, Specials Scholar Awards, "Caught Being a Leader" tickets, public recognition at "Kids of Character" ceremonies.</p> <p>Group Incentives: group points</p> <p>Whole-Class Incentives: bead jar</p> <p>Positive Character Development Committee members will plan and facilitate monthly PBIS Celebrations. Students will use their banked Dojo points to purchase their way into the celebrations. Each celebration's theme will align with the 7 Habits focus character trait for the month.</p>	<p>and video lessons during specials</p> <p>Within the cafeteria, Class Dojo will be implemented to encourage students to dine with manners and respect and abide by the LUNCH expectations. On Fridays, recognized classes enjoy a "Fancy Friday" meal.</p>	<p>Mind</p> <p>November 2017: Put First Things First</p> <p>December 2017: Think Win-Win</p> <p>January 2018: Seek First to Understand, Then to Be Understood</p> <p>February 2018: Synergize</p> <p>March 2018: Sharpen the Saw</p>	
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A vital part of exhibiting character is being able to reflect on your own actions.	Implement school-wide Positive Behavior Interventions and Supports (PBIS) school-wide. PBIS include school-wide rules, which are embedded in the Imagine North Lauderdale pledge that students and staff members recite each day. PBIS also includes The 7 Habits of Happy Kids character traits.	The 7 Habits of Happy Kids, by Stephen Covey Reflection Sheets that have students work through their emotions after they are involved in a negative situation. Morning Meeting activities that have students reflect and share out.	August 2017 - June 2018 Monthly 7 Habits Focus: September 2017: Be Proactive October 2017: Begin with the End in Mind November 2017: Put First Things First December 2017: Think Win-Win January 2018: Seek First to Understand, Then to Be Understood February 2018: Synergize March 2018: Sharpen the Saw	All Imagine North Lauderdale employees	Progress Monitoring - Review of discipline data for students repeating the same offense. 2017-2018 Student Survey data
On Student Survey item, "If I break the rules, I have chances to reflect on my behavior and learn from my mistakes," students replied with 92.9% favorability.					
"I feel I have grown in character because of our school's attention to character development," warranted a 85.3% positive response from students on the 2016-2017 Student Survey.	Implementing Restorative Justice practices that promote reflecting on your actions. Morning Meeting Restorative Justice circles Kids with Character Awards				
In response to survey item, "I see positive changes in our students' behavior as a result of our school's emphasis on character development," staff members responded with 79.2% positive response.					
79.2% of staff members agreed that, "When students break the rules, they are given opportunities to reflect on their behavior."					

EQUIP with Professional Learning Opportunities: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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
Teaching students to respect authority and their peers.	Whole group professional development to deepen staff's understanding of how to explicitly teach, model, and	Facilitators: Instructional coaches and teachers who have a record of	Professional development will take place prior to December 21, 2017.	Instructional Leadership Team Alicia Wright, Instructional Coach



	command respect toward authority and peers. Engage staff members in role playing to deescalate common scenarios in front of their peers, where feedback can be given on the spot.	exemplary classroom management.		Kathryn Burgess, Instructional Coach Zachary Parchomenko, Instructional Coach Ashley Vellon, Assistant Principal Erin Kelly, Principal Monica Said, Social Worker Herb Bynes, Behavioral Interventionist
Instilling into students the character trait of reflecting on one's actions.	Whole group professional development to deepen staff's understanding of how to explicitly teach, model, and command respect toward authority and peers.	Facilitators: Instructional coaches and teachers who have a record of exemplary classroom management	Facilitators: Instructional coaches and teachers who have a record of exemplary classroom management	Instructional Leadership Team Alicia Wright, Instructional Coach Kathryn Burgess, Instructional Coach Zachary Parchomenko, Instructional Coach Ashley Vellon, Assistant Principal Erin Kelly, Principal Monica Said, Social Worker Herb Bynes, Behavioral Interventionist
ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE				
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.				

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Progress Monitoring I

- ⚙ Action steps and professional development have been delivered as planned.
- ⚙ Restorative justice practices are evident in 100% of the classrooms. Each classroom has implemented the use of Peace Posts, conflict resolution reflection sheets, morning meetings, restorative circles, and Seeking Scholarly Solutions jars.
- ⚙ Grade level appropriate conflict resolution reflection sheets have been adapted for student use and can be found in classrooms, specials, the front office, the cafeteria, and administrative offices.
- ⚙ The Restorative Justice Task force has taken steps to implement Job-embedded professional development via instructional coaching, whole group professional development, or provided online resources.
- ⚙ The Character Development Chair provides monthly lesson ideas aligned with the 7 Habits of Happy Kids to incorporate into morning meeting activities.
- ⚙ Students are being recognized for their positive behavior and character in the following ways: "Caught Being a Leader" announcement shout outs, monthly positive behavior celebrations, monthly Kids with Character and Lead Scholar Awards, and classroom based award systems.
- ⚙ This year, improving cafeteria behaviors is a targeted focus. Thus far the following initiatives have been implemented: Cafeteria Dojo points for each class, weekly "Fancy Friday" winners, and monthly winners for classes who have earned more points than the average of all points in the month.
- ⚙ Through Specials, a presentation about bullying was conducted and was then followed up by an activity to further ensure understanding.

Habit 2 Winner



Habit 3 Winner



Fourth Grade November Lead Scholars



Students enjoy dining in style on Fancy Friday



Morning Meeting



Progress Monitoring II

EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.



CHARACTER DEVELOPMENT-SCHOOL CULTURE/CLIMATE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



2017 – 2018 School Excellence Plan (SEP)



Building a Culture of High Expectations

ESTABLISH Goals: PARENT CHOICE

School staff and parents/guardians partner in the process of continual school evaluation and improvement • School thoughtfully promotes parents/guardians ability to understand, articulate, and support the school's vision and mission • School provides opportunities for parents/guardians to contribute to a respectful, transparent school culture that reinforces high expectations • School invites parents to join in planning, organizing, and creating rich, rewarding experiences for students • Parents/guardians are well informed and knowledgeable about their child's progress and about the school's educational program • Parents/guardians attend meaningful school programs focused on enhancing home academic support • School/home partnership is enhanced through frequent, clear and substantive school/home communication • Parents/guardians learn about the unique program and activities offered by the school, which emphasizes how character development positively impacts student's academic responsibility and success • Parents/guardians and the local community form partnerships with the school to promote character initiatives

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

By the end of the 2017-2018 school year, 88% of students will re-enroll, as measured by completed enrollment forms.

EQUIP with Implementation Action Plan: PARENT CHOICE

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	Goal(s) Met?	
						YES	NO
Area to Improve: Partnerships between parents and school staff Data: In 2017, 97% of Imagine North Lauderdale family members perceived that the school offered them opportunities to get involved in their child's education.	The Parent Choice Committee will plan four community-based and/or social Family Night events (Publix Math Night, North Lauderdale Library Night, staff-hosted dinner at local restaurant, Pasta Bingo Night, etc.) to increase the frequency of events that allow parents to participate in their child's education. Class Dojo incentives will be provided to all attendees.	Parent Choice Committee Community Partner Contact Information	November 2017 – June 2018 Two community-based events per semester	Ashley Vellon – Parent Choice Committee Chairs Erin Kelly - Principal	2018 Family Survey data Title I Family Night Sign-In Sheets		
Area to Improve: Principal Accessibility Data: In 2017, 92% of Imagine North Lauderdale family members perceived that the principal is accessible to family members.	The principal will begin using Mail Chimp on a bi-weekly basis in order to electronically inform parents of upcoming family events, including monthly Parent and Principal Partnership Periods.	Mail Chimp	October 2017: Mail Chimp Database will be active October 2017 – June 2018: Bi-weekly emails November 2017 – June 2018: Monthly Parent and Principal Partnership Periods, scheduled at varying times throughout the day.	Erin Kelly - Principal Caroline Ashwood – Technology Coordinator will provide support with Mail Chimp blasts, as needed	2018 Family Survey data Parent and Principal Partnership Period Sign-In Sheets		





EQUIP with Professional Learning Opportunities: PARENT CHOICE

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
Planning community-based, Title I Family Learning Night events.	Whole group professional development to deepen staff's understanding of how to plan and facilitate Title I Family Learning Night that meets Title I requirements and includes community partners.	Facilitators: Ashley Vellon, Alicia Wright, Kathryn Burgess, Zac Parchomenko Audience: All instructional staff members	Professional development will take place prior to September Title I Open House. Effective examples will be shared with staff throughout the year, in preparation for upcoming Title I Family Nights.	Erin Kelly, Principal
Related to Supporting Goal #2. Insert more rows as needed. Effective use of Mail Chimp.	One-on-one informational session.	Facilitator: Caroline Ashwood, Technology Coordinator Audience: Erin Kelly	Professional development will take place by January 2018	Caroline Ashwood, Technology Coordinator Ashley Vellon, Title I Liaison and 21 st Century Program Director

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ENGAGE in Implementation: PARENT CHOICE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Goal: By the end of the 2017-2018 school year, 88% of students will re-enroll, as measured by completed enrollment forms.

Progress Monitoring I: Planned strategies align with the established goal. The Parent Choice Committee planned and hosted our first community-based and/or social Family Night event – Imagine North Lauderdale's First Annual Fall Festival. Whole group professional development to deepen staff's understanding of how to plan a Title I Family Learning Night that meets Title I requirements and includes community partners was delivered before our September Title One Open House and reviewed before our November Report Card Conference Night.

Mail Chimp implementation initiatives have not been fully established according to the planned timeframe because the Mail Chimp database has not yet been fully updated. One-on-one professional development has also not yet been delivered. Implementation dates have been revised in order to provide additional time to establish action steps and equip staff members with aligned professional development. The principal communicates with parents biweekly through the use of flyers placed in Wednesday folders and with Facebook posts.

Teachers Hosting Inviting Title I Family Learning Nights



Fall Festival



Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

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PARENT CHOICE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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2017 – 2018 School Excellence Plan (SEP)

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

A common, coherent, viable curriculum based on standards and integrated across the subject areas is followed by all teachers through a year-at-a-glance, integrated curriculum maps, pacing guides and unit plans • An effective lesson plan is developed to include: setting clear objectives, advance cues, questions and organizers, direct instruction, guided practice, checks for understanding and independent practice, as well as character integration • Effective resources are identified and used with fidelity and maintained over time for adequate practice and implementation • The delivery of a rigorous lesson engages students in creative thinking, problem solving and skilled communication • Teachers engage in rigorous instruction through higher order questioning, discussions and project-based learning • Students make sense of content through summarizing and note taking • Teachers and students construct nonlinguistic representations for mental imagery through inquiry-based instruction • Students have opportunities to apply 21st Century skills • Teachers provide ample opportunities for deliberate practice • Teachers check for understanding through formative and summative assessments • Learning is personalized through a sophisticated use of data for differentiated instruction • Teachers help students become independent self-directed learners

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

By the end of the 2017 – 2018 school year, 96% of teachers (43 of 45) will demonstrate effective teaching, as measured by observation data.

Goal(s) Met?	
YES	NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

Identify the area(s) for improvement from above	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
Twenty percent (10) of Imagine North Lauderdale teachers are new to campus. Sixty-five percent (32) of Imagine North Lauderdale teachers are within their first five years of teaching.	Teachers will receive ongoing, job-embedded professional development in order to ensure they demonstrate effective teaching, as measured by Marzano observation data.	Instructional Coaches Coaching Cycles Whole Group Professional Development	August 2017 – June 2018	Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	Marzano Teacher Evaluation Scores

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

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
Using pacing guides, CPALMS, and test specifications to unwrap standards	Common Planning PLCs	PLC Facilitators: K: Kandy Lepurage 1: Abbiegale Bruce-Owens and Jacquelyn Perez 2: Shalom Harrilal 3: Nancy Perkins	Daily during common planning, beginning August 23, 2018	K: Alicia Wright 1: Kathryn Burgess 2 nd /3 rd Math/Science: Zac Parchomenko 2 nd /3 rd ELA: Kathryn Burgess 4: Kathryn Burgess & Zac

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Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

<u>Educational Performance Attachments</u>	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELlevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



		<p>4: Kathryn Burgess and Zac Parchomenko 5: Samia Said Specials: Fabiola Josil</p> <p>Audience: All Homeroom and Specials Teachers</p>	<p>Parchomenko 5: Ashley Vellon Specials: Ashley Vellon</p> <p>All Grade Levels: Erin Kelly</p>
<p>ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS</p>			
<p>Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.</p>			
<p><u>Progress Monitoring I</u></p> <p>Planned strategies align with the established goal. Implementation action steps have been delivered according to the timeframe for expected implementation. Progress is monitored and tracked by staff members listed as responsible for supporting and monitoring. Beginning on August 21, 2017, teachers have received on-going, job-embedded professional development in the form of Coaching Cycles in order to ensure they demonstrate effective teaching, as measured by Marzano observation data. Beginning on August 22, 2017, teachers have engaged in daily common planning sessions where they deepen their understanding of using pacing guides, CPALMS, and test specifications to unwrap standards.</p>			
<p><u>Progress Monitoring II</u></p>			
<p>EVALUATE Efforts: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS</p>			
<p>Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.</p>			
<p>ACADEMIC GROWTH - FUNDAMENTALS Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.</p>			

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2017 – 2018 School Excellence Plan (SEP)

Teaching & Learning

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 • A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs • Adherence to the 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 the ELA classroom emphasize literacy experiences in their planning and instruction

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

- **By June 2018, the mean Reading Learning Gain for all students will improve from 1.03 to 1.05, as measured by the Fall 2017 to Spring 2018 STAR Reading Assessment.**
- **By June 2018, 41% of students will score proficient or higher, as measured by the 2017 Reading portion of the English Language Arts (ELA) Florida Standards Assessment (FSA).**

Supporting Goal #1: By the end of the 2017-2018 school year, 67% of students will achieve a learning gain, as defined and measured by the 2018 ELA FSA.

Supporting Goal #2: By the end of the 2017-2018 school year, 68% of the lowest 25% of students will achieve a learning gain, as defined and measured by the 2018 ELA FSA.

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 Area for Improvement: Aligned and differentiated instruction, delivered at students' instructional level Data: The mean STAR Reading learning gain in 2017 was 1.03, with 59% of students making STAR Reading learning gains (1 st – 5 th) and 58% of students (4 th – 5 th) making FSA learning gains. Thirty-four percent of students (3 rd – 5 th) scored proficient or higher on the 2017 ELA FSA.	All students will receive 30 to 60 minutes (depending on their grade level) of differentiated Road to Success reading interventions. Road to Success Schoolwide Intervention Time is in addition to the 120 minute uninterrupted core reading block. Student groups will be fluid and will be reorganized by quarterly progress monitoring assessment data.	ELA Scope and Sequence Calendar (K-5) Wilson Foundations Kits (K – 5) Comprehension Toolkit (K – 5) FSA-aligned reading test passages (2-5) NERD Reading Strategies (2-5)	September 16, 2017 – May 2018	Homeroom Teachers Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Veillon, Assistant Principal Erin Kelly, Principal	Lesson plan review and feedback Road to Success notebooks Progress monitoring assessment data (STAR, FAIR-FS, Foundations, LLI, DRA, BSA, and i-Ready) Administrative walk-through data





<p>Related to Supporting Goal #2 Area for Improvement: Delivery of targeted, research-based reading interventions</p> <p>Data: Sixty-three percent of the lowest 25% of students (3rd – 5th) made learning gains on the 2017 ELA FSA.</p> <p>The mean STAR Reading learning gain for quartile 1 students in 2017 was 1.08.</p>	<p>Teachers will utilize assessment data to develop fluid student groups and provide appropriate, intensive interventions in the six components of reading (Oral Language, Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension).</p> <p>All students with reading deficiencies will receive daily Wilson Foundations, Read Naturally, Leveled Literacy Intervention (LLI) and/or i-Ready interventions.</p>	<p>Core Comprehensive Reading Programs and Comprehensive Reading Programs, as listed on K-12 Comprehensive Research-Based Reading Plan</p>	<p>September 2017 – May 2018</p>	<p>Homeroom Teachers</p> <p>Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal</p>	<p>Lesson plan review and feedback</p> <p>Progress monitoring assessment data (STAR, FAIR-FS, Fundations, LLI, DRA, BSA, and i-Ready)</p> <p>Administrative walk-through data</p>
<p>Related to Supporting Goal #2 Area for Improvement: Delivery of targeted, research-based reading interventions</p> <p>Data: Sixty-three percent of the lowest 25% of students (3rd – 5th) made learning gains on the 2017 ELA FSA.</p> <p>The mean STAR Reading learning gain for quartile 1 students in 2017 was 1.08.</p>	<p>Struggling readers will use i-Ready to complete 30 to 90 minutes of weekly adaptive, software-based reading interventions.</p>	<p>i-Ready</p>	<p>October 1, 2017 – May 2018</p>	<p>Homeroom Teachers</p> <p>Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal</p>	<p>i-Ready Usage Logs</p> <p>i-Ready Progress monitoring assessment data</p> <p>Administrative walk-through data</p>
<p>Related to Supporting Goal #2 Area for Improvement: Extended Learning Opportunities</p> <p>Data: Sixty-three percent of the lowest 25% of students (3rd – 5th) made learning gains on the 2017 ELA FSA.</p> <p>The mean STAR Reading learning gain for quartile 1</p>	<p>All bottom quartile students will be invited to participate in the 21st Century Community Learning Center (CCLC) ELO will be offered on Tuesdays - Fridays, from 3:05 pm to 6:05 pm and will begin on September 20, 2017. The 21st CCLC Saturday ELO will begin on October 28, 2017 and will run from 9:00 am to 1:00 pm.</p>	<p>Ready and Performance Coach workbooks</p>	<p>September 2017 – May 2018</p>	<p>Extended Learning Opportunity (ELO) Teachers</p> <p>Zac Parchomenko, 21st CCLC Curriculum Coordinator</p> <p>Ashley Vellon, 21st CCLC Program Director</p> <p>Erin Kelly, Principal</p>	<p>Progress monitoring assessment data (STAR, FAIR-FS, Fundations, LLI, DRA, BSA, and i-Ready)</p> <p>Administrative walk-through data</p> <p>Students attendance records</p>



students in 2017 was 1.08.	Third, fourth, and fifth grade students who do not participate in 21st CCLC ELO will have access to "FSA Boot Camp" ELO opportunities. FSA Boot Camp will run from January 2018 to May 2018 on Mondays through Fridays.				
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 Road to Success School Wide Interventions	Differentiated whole group professional development on Road to Success Schoolwide Intervention Time, reading intervention programs, and teaching appropriate test-taking strategies. K-5: Wilson Foundations K-5: Read Naturally K-5: Leveled Literacy Intervention (LLI) K-5: i-Ready 2 – 5: NERD Test-Taking Strategies	Facilitators: Melissa Devlin (Wilson Foundations) Ashley Vellon (Read Naturally and LLI) i-Ready Staff (i-Ready) Audience: Instructional Staff Members	By October 15, 2017 – Whole group professional development in each of the reading intervention programs, followed by instructional coaching, as needed.	Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	
Related to Supporting Goal #2 Multi-Tiered System of Supports (MTSS)	Whole group professional development on implementing a research-based and comprehensive MTSS.	Facilitators: Melissa Devlin and Gina Siringo Audience: Instructional Staff Members	October 2, 2017 – Whole group professional development followed by monthly Collaborative Problem Solving Team (CPST) data chats and instructional coaching, as needed	Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal Gina Siringo, Response to Intervention Coordinator Jennifer Arnold, ESE Specialist	

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ENGAGE in Implementation: ACADEMIC GROWTH - READING

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

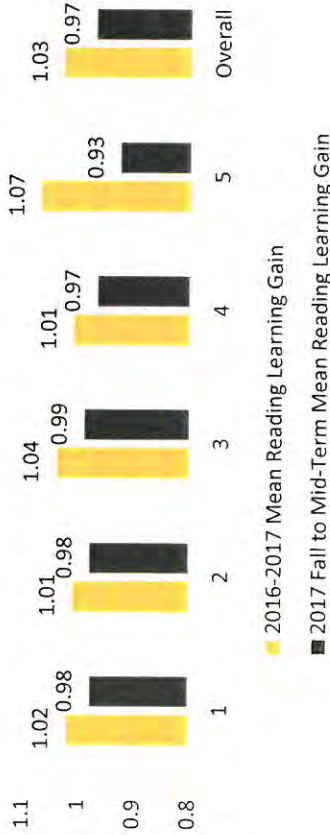
Related to Overarching Goal(s)

Progress Monitoring I

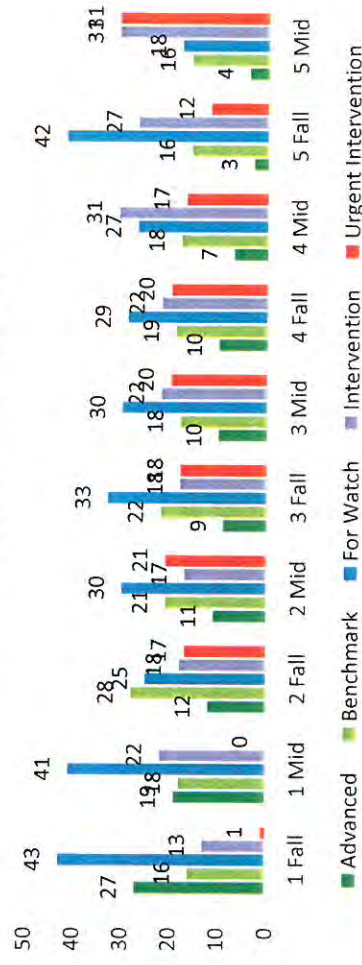
Reading initiatives and professional development align with the school's goal of increasing the percentage of proficient readers and differentiating instruction in order to intervene with the needs of below level scholars. Progress and the fidelity with which interventions are provided are monitored by the listed Instructional Leadership Team members.

Based on the learning gains from the STAR Reading Fall to Mid-Term assessment, the school is not on track to achieve its SEP learning gain goals. Additionally, it is not currently evident that the school is sufficiently decreasing the percentage of students needing urgent intervention and increasing the percentage of students who are proficient. Imagine North Lauderdale's Fall STAR assessments ended on October 4, 2017 and the Mid Term assessments began on November 6, 2017, leaving 19 school days between assessment windows. The Instructional Leadership Team (ILT) is confident that once students have been engaging in their schoolwide intervention blocks for a solid month, learning gains will increase. The ILT will increase progress monitoring with more frequent classroom walk-throughs and data chats. Job-embedded professional development in the form of instructional coaching will also be provided to teachers who need to deepen their understanding of how to effectively provided reading interventions with fidelity.

Imagine North Lauderdale's Mean STAR Reading Learning Gains



Imagine North Lauderdale's STAR Reading Classifications, Fall to Mid-Term



Progress Monitoring II

Related to Supporting Goal #1: By the end of the 2017-2018 school year, 67% of students will achieve a learning gain, as defined and measured by the 2018 ELA FSA.

Progress Monitoring I

Beginning in October 2017, 100% of students have engaged in 30 to 60 minutes of differentiated Road to Success Schoolwide Intervention Time reading instruction. Implementation action steps and professional development have been delivered according to the timeframe for expected implementation.

Progress Monitoring II



Related to Supporting Goal #2: By the end of the 2017-2018 school year, 68% of the lowest 25% of students will achieve a learning gain, as defined and measured by the 2018 ELA FSA.

Progress Monitoring I

Beginning in October 2017, 100% of students have engaged in 30 to 60 minutes of differentiated Road to Success Schoolwide Intervention Time reading instruction. In addition, students with phonics and fluency deficiencies receive additional intervention through Wilson Foundations and/or Read Naturally instruction. Students whose instructional reading level is more than a year deficient receive a double dose of reading intervention during their daily Leveled Literacy Intervention (LLI) group.

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



2017 – 2018 School Excellence Plan (SEP)



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

Teachers utilize the mathematics pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based math tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the math standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • Procedural skills as well as conceptual understanding are taught • A sixty to ninety minute math block includes the elements of guided math with whole group, small group and organized activities for independent practice • Students study algorithms as “general procedures” in order to gain insights to the structure of mathematics (e.g. organization, patterns, predictability) • Students are able to apply a variety of appropriate procedures flexibly as they solve problems • Students have opportunity to develop the eight mathematical practices: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, and Look for and express regularity in repeated reasoning

	Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
		YES	NO
	<ul style="list-style-type: none"> By June 2017, the mean Math Learning Gain for all students will improve from 1.02 to 1.05, as measured by the Fall 2017 to Spring 2018 STAR Math Assessment. By June 2017, 60% of students will score proficient or higher, as measured by the 2018 Math Florida Standards Assessment (FSA). 	YES	NO
	Supporting Goal #1: By June 2018, 80% of students will achieve a learning gain, as defined and measured by the 2018 Math FSA.	YES	NO
	Supporting Goal #2: By June 2018, 80% of the lowest 25% of students will achieve a learning gain, as defined and measured by the 2018 Math FSA.	YES	NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

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
<p>Related to Supporting Goal #1</p> <p>Area for Improvement: Numbers and Operations in Base Ten and Fractions</p> <p>Data: The mean STAR Math Learning gain in 2017 was 1.02, with 57% of students making STAR Math learning gains (1st – 5th) and 74% of students (4th – 5th) made FSA learning gains.</p>	Teachers will plan and instruct daily Calendar Math activities to remediate gaps in knowledge and build number sense.	Calendar Math Guiding Questions	August 2017 – June 2018	<p>Teachers</p> <p>Instructional Leadership Team:</p> <p>Alicia Wright, Coach</p> <p>Zac Parchomenko, Teacher Talent Developer</p> <p>Ashley Vellon, Assistant Principal</p> <p>Erin Kelly, Principal</p>	<p>Lesson plan review and feedback</p> <p>Interactive Calendar Math Notebooks</p> <p>Go Math! and STAR Math assessment data</p> <p>Administrative walk-through data</p>
<p>Related to Supporting Goal #1</p> <p>Area for Improvement: Mathematical Problem Solving</p> <p>Data: The mean STAR Math Learning gain in 2017 was 1.02,</p>	Teachers will use the Math Florida Standards (MAFS) standards to plan and facilitate rigorous Problem of the Day activities that emphasize Mathematical	<p>CPALMS for MAFS Standards</p> <p>Math test specifications</p>	August 2017 – June 2018	<p>Teachers</p> <p>Instructional Leadership Team:</p> <p>Alicia Wright, Coach</p> <p>Zac Parchomenko,</p>	<p>Lesson plan review and feedback</p> <p>Interactive Math Notebooks</p> <p>Go Math! and STAR Math</p>



with 57% of students making STAR Math learning gains (1 st – 5 th) and 74% of students (4 th – 5 th) made FSA learning gains.	Practice Standards, explanatory/opinion writing, and embed the following Literacy Focus Strategies : - Assigning Homework and Providing Practice - Reinforcing Effort and Providing Recognition - Nonlinguistic Representations - Performance Character, Perseverance			Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	assessment data Administrative walk-through data
Related to Supporting Goal #1 Area for Improvement: Math Fact Fluency Data: The mean STAR Math Learning gain in 2017 was 1.02, with 57% of students making STAR Math learning gains (1 st – 5 th) and 74% of students (4 th – 5 th) made FSA learning gains.	Students will complete daily FASTT Math (K-5) and Fraction Nation (4-5) interventions to build math fact and fraction fluency.	FASTT Math Fraction Nation	August 2017 – June 2018	Teachers Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	Lesson plan review and feedback Interactive Math Notebooks Go Math! and STAR Math assessment data Administrative walk-through data
Related to Supporting Goal #2 Area for Improvement: Delivery of research-based math interventions Data: Seventy-three percent of the lowest 25% of students (3 rd – 5 th) made learning gains on the 2017 Math FSA. The mean STAR Math learning gain for quartile 1 students in 2017 was 1.09. The mean STAR Math Learning gain in 2017 was 0.99, 49% of students made STAR Math learning gains (1 st – 5 th) and 69% of students (4 th – 5 th) made FSA learning gains.	Teachers will use data to differentiate math instruction by planning and instructing daily reteach and intervention small groups.	CPALMS for MAFS Standards Math test specifications	August 2017 – June 2018	Teachers Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	Lesson plan review and feedback Interactive Math Notebooks Go Math! and STAR Math assessment data Administrative walk-through data



EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH

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 MAFS-aligned Calendar Math	Grade-specific Calendar Math workshops on daily Calendar Math requirements and guiding questions.	Facilitators: Zachary Parchomenko and Alicia Wright Audience: Instructional Staff Members	August 2017 – Grade-specific professional development followed by instructional coaching, as needed	Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal
Related to Supporting Goal #1 MAFS-aligned Problem of the Day activities	During common planning PLC meetings, teachers will collaborate with instructional coaches to plan MAFS-aligned Problem of the Day activities. Literacy Focus Strategies: - Assigning Homework and Providing Practice - Reinforcing Effort and Providing Recognition - Nonlinguistic Representations - Performance Character, Perseverance	PLC Facilitators: K: Kandy Lepurage 1: Abbiegale Bruce-Owens and Jacquelyn Perez 2 nd /3 rd Math: Shalom Harrilal 4: Kathryn Burgess and Zac Parchomenko 5: Samia Said Audience: Instructional Staff Members	August 2017 – June 2018	Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal
Related to Supporting Goal #1 FASTT Math and Fraction Nation Computer-Based Interventions	Whole group professional development on FASTT Math and Fraction Nation.	Facilitators: Zachary Parchomenko and Alicia Wright Audience: Instructional Staff Members	October 2017	Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal

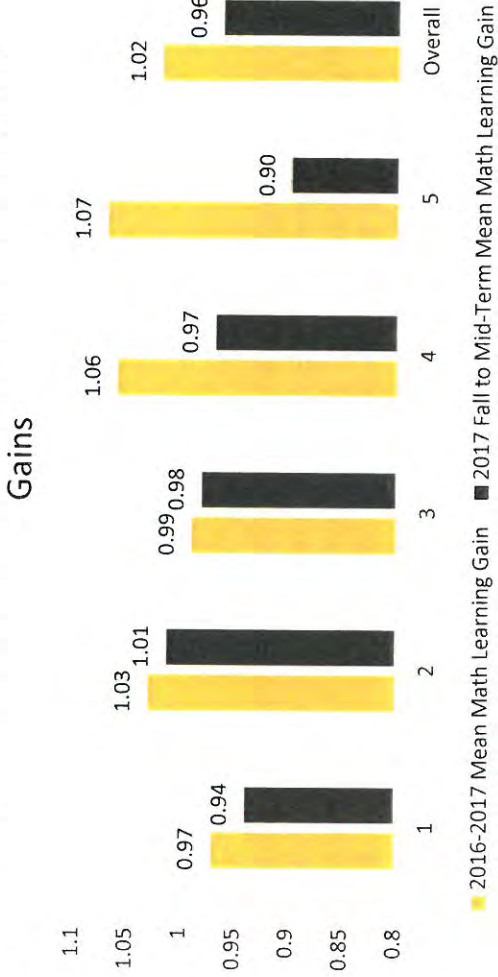
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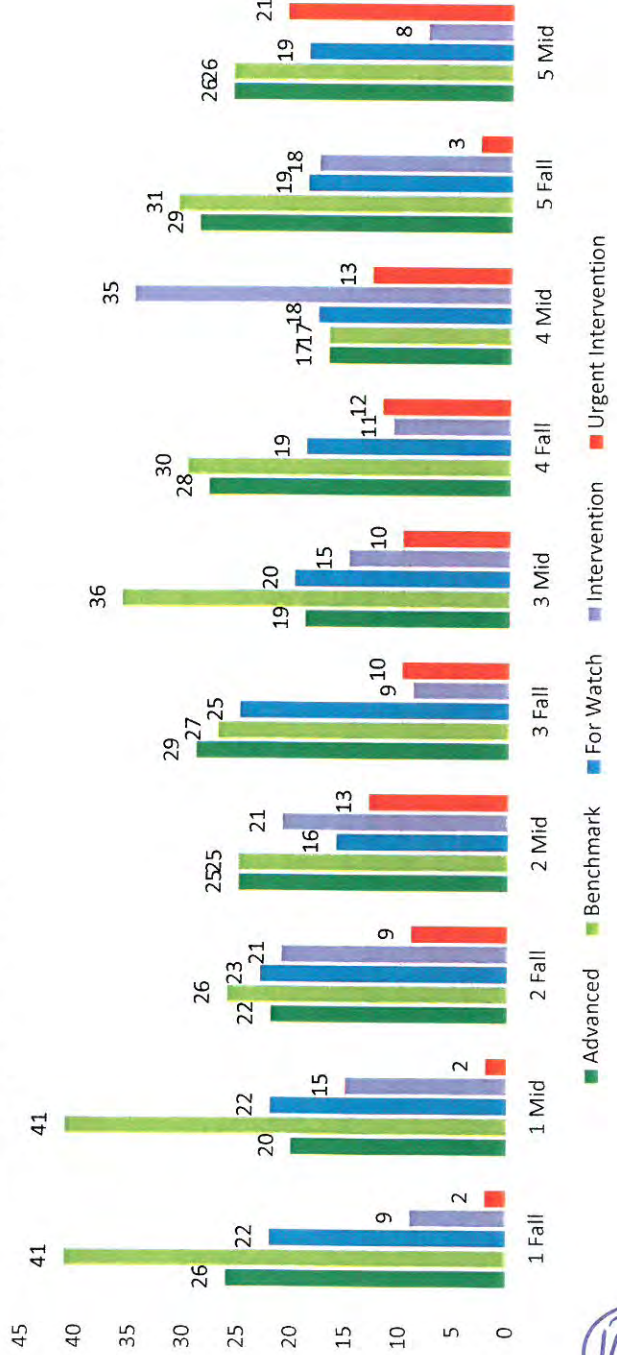
Related to Supporting Goal #2. Using data to differentiate during daily reteach and intervention small groups.	During common planning PLC meetings, teachers will collaborate with instructional coaches to plan MAFS-aligned reteach and intervention differentiated groups.	PLC Facilitators: K: Kandy Lepurage 1: Abbiegale Bruce-Owens and Jacquelyn Perez 2 nd /3 rd Math: Shalom Harrilal 4: Kathryn Burgess and Zac Parchomenko 5: Samia Said Audience: Instructional Staff Members	September 2017 – June 2018 – Daily PLCs during common planning and monthly Collaborative Problem Solving Team (CPST) data chats. Instructional coaching, as needed	Instructional Leadership Team: Alicia Wright, Coach Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal Gina Siringo, Response to Intervention Coordinator Jennifer Arnold, ESE Specialist
ENGAGE in Implementation: ACADEMIC GROWTH – MATH				
Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals. Related to Overarching Goal(s) <u>Progress Monitoring I:</u> Math initiatives and professional development align with the school's goal of increasing the percentage of proficient mathematicians and differentiating instruction to maximize learning gains. Progress and the fidelity with which interventions are provided are monitored by the listed Instructional Leadership Team members. Based on the learning gains from the STAR Math to Mid-Term assessment, the school is not on track to achieve its SEP learning gain goals. Additionally, it is not currently evident that the school is sufficiently decreasing the percentage of students needing urgent intervention and increasing the percentage of students who are proficient. Imagine North Lauderdale's Fall STAR assessments ended on October 4, 2017 and the Mid Term assessments began on November 6, 2017, leaving 19 school days between assessment windows. The Instructional Leadership Team (ILT) will provide additional professional development in planning and instructing math intervention and reteach groups. The ILT will also increase progress monitoring with more frequent classroom walk-throughs and data chats. Job-embedded professional development in the form of instructional coaching will also be provided to teachers who need to deepen their understanding of how to effectively provided reading interventions with fidelity.				



Imagine North Lauderdale's Mean STAR Math Learning Gains



Imagine North Lauderdale's STAR Math Classifications, Fall to Mid-Term



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<p><u>Progress Monitoring II</u></p>	<p>Related to Supporting Goal #1: By June 2018, 80% of students will achieve a learning gain, as defined and measured by the 2018 Math FSA.</p> <p><u>Progress Monitoring I:</u> Professional development on Calendar Math, Problem of the Day, and differentiated instruction has been delivered as planned. The ILT does not yet have data on the percentage of teachers that are effectively planning and instructing Calendar Math and Problem of the Day initiatives. The ILT will collect this data prior to the end of the first semester and will use it to provide job-embedded professional development in the priority classrooms.</p> <p>Professional development on FASTT Math and Fraction Nation has not yet been delivered. The ILT will facilitate this professional development in December 2017 and will begin monitoring implementation within the classroom in January 2018.</p> <p><u>Progress Monitoring II</u></p>
<p>Related to Supporting Goal #2: By June 2018, 80% of the lowest 25% of students will achieve a learning gain, as defined and measured by the 2018 Math FSA.</p> <p><u>Progress Monitoring I:</u> It is not yet evident that 100% of teachers are planning and instructing daily reteach and intervention groups. The Instructional Leadership Team (ILT) will provide additional professional development in planning and instructing math intervention and reteach groups. The ILT will also increase progress monitoring with more frequent classroom walk-throughs and data chats.</p> <p><u>Progress Monitoring II</u></p>	<p>EVALUATE Efforts: ACADEMIC GROWTH – MATH</p> <p>Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.</p> <p>Related to Overarching Goal(s)</p> <p>Related to Supporting Goal #1</p> <p>Related to Supporting Goal #2. Insert more rows as needed.</p> <p>ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.</p>

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2017 – 2018 School Excellence Plan (SEP)

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

Teachers utilize the writing pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based writing tools to ensure that lessons are standards-driven, cross-curricular, cohesive and correctly paced • Teachers unpack the writing standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A thirty minute writing block includes the elements of writer's workshop with direct instruction, independent writing, teacher and peer conferencing and shared experiences • The importance of the writing-reading connection is stressed by requiring students to draw upon and write about evidence from literary and informational texts • Student writers use evidence from research (including the text being read) to support their opinions • Annotated samples of exemplary student writing (rubrics) accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory (expository) texts, and narratives in the various grades

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

By June 2018, 40% (from 25%) of students will score proficient or higher (7 out of 10 on the Text-Based strand), as measured by the 2018 Writing portion of the English Language Arts (ELA) Florida Standards Assessment (FSA).

Supporting Goal #1: By June 2018, fourth and fifth grade students will increase the Language and Editing strand accuracy to 75% (from 66% in 2017), as measured by the Writing portion of the ELA FSA.

Supporting Goal #1: By June 2018, fourth and fifth grade students will increase the Text-Based Writing strand accuracy to 66% (from 57% in 2017), as measured by the Writing portion of the ELA FSA.

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

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 Data: In 2017, accuracy within the Language and Editing ELA FSA strand was 66%.	Teachers will engage students in grammar and convention Editing Task activities during daily Writer's Workshop (K-3) or Road to Success (4-5) instructional blocks and will use the following <u>Literacy</u> Focus Strategies: - Assigning Homework and Providing Practice - Reinforcing Effort and Providing Recognition	Teacher-Created Weekly Editing Task Activities Sample FSA Editing Task questions	Prior to October 10, 2017	PLC Facilitators: K: Kandy Lepurage 1: Abbiegale Bruce-Owens and Jacquelyn Perez 2 nd /3 rd Math: Shalom Harrilal 4: Kathryn Burgess and Zac Parchomenko 5: Samia Said Instructional Leadership Team: Alicia Wright, Coach Ashley Vellon, Assistant Principal Erin Kelly, Principal	Lesson plan review and feedback Monthly demand writing assessment data Administrative walk-through data

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Related to Supporting Goal #2. Data: In 2017, accuracy within the Text-Based Writing ELA FSA strand was 57%.	Teachers will use English Language Arts Florida Standards to plan and instruct the daily Document Based Questioning (DBQ) instructional block, where students will use perseverance to close read complex text with a science, social studies, or math connection and will write in response to text. The 45-60 minute DBQ block will be in addition to the 120 minute uninterrupted core reading block and will include all DBQ elements (cue, background essay, understanding the question, document analysis, chicken foot and thrash out, and writing). Teachers will instruct DBQ units using the following Literacy Focus Strategies: - Advance Cues, Questions, and Organizers - Summarizing and Note Taking - Generating and Testing Hypotheses	Sample DBQ Units	Prior to October 17, 2017	Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	DBQ common planning sessions Lesson plan review and feedback Authentic student work Monthly demand writing assessment data Administrative walk-through data
EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING					
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 Planning Editing Task activities that align with the Florida Standards Assessment (FSA).	During common planning PLC meetings, teachers will collaborate with instructional coaches to use FSA Editing Task questions as a model when planning daily Editing Task activities.	PLC Facilitators: K: Kandy Lepurage 1: Abbiegale Bruce-Owens and Jacquelyn Perez 2 nd /3 rd Math: Shalom Harrial 4: Kathryn Burgess	Weekly during common planning, beginning the week of October 9, 2017 Instructional coaching as needed	Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant	





<p>Related to Supporting Goal #2. Planning and instructing research-based Document Based Questioning (DBQ) units that include all DBQ elements.</p>	<p>Whole group professional development on the elements of a DBQ unit (cue, background essay, understanding the question, document analysis, chicken foot and thrash out, and writing).</p>	<p>and Zac Parchomenko 5; Samia Said</p> <p>Audience: Homeroom Teachers</p> <p>Facilitators: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Sharon Bailey, Coach/Dean of Students Ashley Vellon, Assistant Principal Erin Kelly, Principal</p> <p>Audience: Homeroom Teachers</p>	<p>Differentiated whole group professional development to be delivered on December 11, 2017</p> <ul style="list-style-type: none"> - K & 1: Facilitated by Kandy Lepurage and Alicia Wright - 2 & 3: Facilitated by Kathryn Burgess and Zac Parchomenko - 4 & 5: Facilitated by Sharon Bailey, Ashley Vellon, and Erin Kelly 	<p>Principal Erin Kelly, Principal</p> <p>Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Sharon Bailey, Coach/Dean of Students Ashley Vellon, Assistant Principal Erin Kelly, Principal</p>
<p>ENGAGE in Implementation: ACADEMIC GROWTH – WRITING</p>				
<p>Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.</p>				
<p>Related to Overarching Goal(s): By June 2018, 40% (from 25%) of students will score proficient or higher (7 out of 10 on the Text-Based strand), as measured by the 2018 Writing portion of the English Language Arts (ELA) Florida Standards Assessment (FSA). Whole group professional development that aligns with the school's goal of increasing the percentage of students who proficiently write in response to text has not yet been delivered to new Imagine North Lauderdale staff members. New instructional staff members have received support in planning writing instruction during common planning sessions, but additional professional development is a critical need. Time constraints, lack of instructional coaching availability, and the greater urgency of other professional development needs have been the barrier to delivering necessary writing professional development. Differentiated whole group professional development is scheduled to be delivered on December 11, 2017.</p>				
<p><u>Progress Monitoring I</u></p> <p><u>Progress Monitoring II</u></p>				



Related to Supporting Goal #1: By June 2018, fourth and fifth grade students will increase the Language and Editing strand accuracy to 75% (from 66% in 2017), as measured by the Writing portion of the ELA FSA.

Progress Monitoring I: Language and Editing activities have been planned during daily common planning sessions and are to be instructed within each classroom's daily Writing Workshop block. The ILT does not yet have walk-through data to determine what percentage of teachers and planning and instructing with fidelity. By January 2018, the ILT will increase progress monitoring with more frequent classroom walk-throughs and data chats.

Progress Monitoring II

Related to Supporting Goal #2: By June 2018, fourth and fifth grade students will increase the Text-Based Writing strand accuracy to 66% (from 57% in 2017), as measured by the Writing portion of the ELA FSA.

Progress Monitoring I: See narrative for overarching goal. In addition, in January 2018, the ILT will also increase progress monitoring of text-based writing accuracy with more frequent text-dependent writing assessments and data chats.

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - WRITING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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2017 – 2018 School Excellence Plan (SEP)



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

Teachers utilize the science pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based science tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • All teachers structure purposeful activities that result in high student engagement that are grounded in higher-order thinking, problem solving, and real world connection for all students • All students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches • Students consistently generate and test hypotheses through experimental inquiry, problem solving, systems analysis, and investigation

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

By June 2018, 38% of fifth grade students will score proficient or higher, as measured by the 2018 Science Florida Comprehensive Achievement Test (FCAT) 2.0.

Supporting Goal #1: By June 2018, fifth grade students will increase the Earth and Space and Physical Science strand accuracy to 65% (from 56% in 2017), as measured by the 2018 Science FCAT 2.0.

Supporting Goal #2: By January 26, 2017, 100% of teachers will equip their classroom with a text-dependent, hands-on science center that aligns with grade-level science standards, as specified on the pacing guide.

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

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
<p>Related to Supporting Goal #1</p> <p>Area for Improvement: Earth and Space Science and Physical Science Strands</p> <p>Data: Fifth graders scored lowest in the Earth and Space and Physical Science strands, as measured by the 2017 Science FCAT 2.0.</p>	<p>STEAM and classroom science lessons will target Earth and Space and Physical Science standards, using the following Literacy Focus Strategies:</p> <ul style="list-style-type: none"> - Generating and Testing Hypotheses - Nonlinguistic Representations - Summarizing and Note Taking - Cooperative Learning <p>Classroom Science Problem of the Day activities will review K-5 NGSS standards.</p>	<p>Science FCAT 2.0 Test Specifications</p> <p>Earth and Space and Physical Science Interactive Labs</p>	<p>November 2017 – June 2018</p>	<p>Amber Robbins, STEAM Teacher</p> <p>Fifth Grade Teachers</p> <p>Instructional Leadership Team:</p> <p>Alicia Wright, Coach</p> <p>Kathryn Burgess, Teacher</p> <p>Talent Developer</p> <p>Zac Parchomenko, Teacher</p> <p>Talent Developer</p> <p>Ashley Vellon, Assistant Principal</p> <p>Erin Kelly, Principal</p>	<p>Lesson plan review and feedback</p> <p>Interactive Science Notebooks</p> <p>Authentic student work</p> <p>Performance task assessment data</p> <p>Administrative walk-through data</p>

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Related to Supporting Goal #2. Area for Improvement: Hands-on, aligned science instruction in K-5 Data: Inquiry-based science instruction is not evident in all K-5 classrooms.	Teachers will plan and instruct Content Area Literacy activities that align with NGSS science standards. Students will complete 60 minutes of STEAM activities weekly.	Content Area Literacy and Science Scope and Sequence Calendar Comprehension Toolkit	November 2017 – June 2018	Amber Robbins, STEAM Teacher All Homeroom Teachers Instructional Leadership Team: Alicia Wright, Coach Kathryn Burgess, Teacher Talent Developer Zac Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal	Road to Success/Content Area Literacy common planning sessions Lesson plan review and feedback Interactive Science Notebooks Authentic student work Performance task assessment data Administrative walk-through data
EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE					
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 Unwrapping the Next Generation Sunshine State Standards (NGSS) benchmarks and planning aligned instruction.	Teachers will collaborate with instructional coaches to unwrap the NGSS during common planning PLC meetings.	PLC Facilitators: K: Kandy Lepurage 1: Jacquelyn Perez 2 nd /3 rd Math: Shalom Harrilal 4: Kathryn Burgess and Zac Parchomenko 5: Samia Said Audience: Homeroom and STEAM teachers	Weekly during common planning, no later than the week of November 6, 2017	Ashley Vellon, Assistant Principal Erin Kelly, Principal	
Related to Supporting Goal #2. Planning and instructing STEM lessons that result in high student engagement and are grounded in higher-order thinking, problem solving, and real world connection for all students	Whole group professional development on the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and the components of an Elementary is Engineering STEM project-based lesson that includes highly	Facilitators: Amber Robbins, STEAM Teacher Alicia Wright, Instructional Coach Samia Said, 5 th Grade Teacher	By November 6, 2017	Ashley Vellon, Assistant Principal Erin Kelly, Principal	

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	engaging, cross-curricular problem-solving activities.		
ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE			
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.			
Related to Overarching Goal(s): By June 2018, 38% of fifth grade students will score proficient or higher, as measured by the 2018 Science Florida Comprehensive Achievement Test (FCAT) 2.0.			
<u>Progress Monitoring I:</u> Science initiatives and professional development activities align with the established goal. To date, however, science progress monitoring assessments have not been given. Assessment data will be available in January 2018 and will be used to differentiate instructions for “FSA Science Crunch” groups.			
<u>Progress Monitoring II</u>			
Related to Supporting Goal #1: By June 2018, fifth grade students will increase the Earth and Space and Physical Science strand accuracy to 65% (from 56% in 2017), as measured by the 2018 Science FCAT 2.0.			
<u>Progress Monitoring I:</u> Science initiatives and professional development activities align with the established goal. To date, however, science progress monitoring assessments have not been given. Assessment data will be available in January 2018 and will be used to differentiate instructions for “FSA Science Crunch” groups.			
<u>Progress Monitoring II</u>			
Related to Supporting Goal #2: By January 26, 2017 100% of teachers will equip their classroom with a text-dependent, hands-on science center that aligns with grade-level science standards, as specified on the pacing guide.			
<u>Progress Monitoring I:</u> Professional development that aligns with the school’s goal of equipping 100% of classrooms with text-dependent, hands-on science centers has not yet been delivered. Time constraints, lack of instructional coaching availability, and the greater urgency of other professional development needs have been the barrier to delivering necessary science professional development. Differentiated whole group professional development is scheduled to be delivered no later than January 26, 2017.			
<u>Progress Monitoring II</u>			
EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE			
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.			
Related to Overarching Goal(s)			
Related to Supporting Goal #1			

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Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELlevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - SCIENCE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



2017 – 2018 School Excellence Plan (SEP)

Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

Moral Character Development: The teaching and learning of values that help students act in ethical ways and engage in positive relationships with others

Teachers and staff take intentional steps to model, teach, and reinforce moral character values, such as, respect, honesty, kindness, fairness, self-control, integrity, etc. • Teachers provide opportunities for students to practice and internalize moral character values • Teachers integrate moral character values in lessons and activities across content areas • A physically and emotionally safe and supportive classroom learning environment, based on mutual respect and fairness, is established and upheld • Teachers take intentional efforts to create a classroom community that fosters a sense of belonging and collective solidarity where students hold each other accountable to act appropriately and with integrity • Teachers build positive relationships with students and learn about their interests and passions • Students are given opportunities to interact with peers and practice the Character and Social-Emotional Learning (SEL) skills required to develop positive relationship with others • Students learn the Character and SEL skills to resolve conflicts peacefully • Teachers use a positive approach to classroom management that is consistent with character values and includes reflective, restorative and peace building practices • Teachers create a classroom environment that is inclusive and culturally relevant to all students

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

By the end of the 2017-2018 school year, the average agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 90%, as measured by the Imagine Schools Student (84% in 2017), Staff (85% in 2017), and Family (93% in 2017) Surveys.

Goal(s) Met?

YES

NO

EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

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
The following 2016-2017 Character and Staff survey items involve our school developing skills to resolve conflict and work with others. For the following survey item, "I am learning strategies that help me resolve disagreements with others in peaceful ways," 87.7% of students responded in favor. According to the Staff survey, 85.4% of staff members agreed that "Students at this school are taught explicit strategies that help them resolve disagreements with others in peaceful ways."	Teachers will implement the specific strategies taught by Habits 1, 4, 5, and 6. Habit 1, "Be Proactive", includes taking ownership of personal moods, decisions, and mistakes. Habit 4 encourages students to 'Think Win-Win'. Habit 5 advises students to 'Seek first to understand then to be understood'. Habit 6 incorporates a concept known as 'synergizing' where students work together. The implementation of Restorative Justice practices is fostering a school-wide culture of working through our disagreements and feelings in a	Stephen Covey's <u>7 Habits of Happy Kids</u> Restorative Justice practices: Restorative Justice Circles, Peace Post, Conflict Resolution Reflection Sheet The "Seeking Scholarly Solutions" jar. Document Based Question assignments that promote students to respectfully	August 2017-June 2018	All Imagine North Lauderdale employees. Ms. Monica Said-Social Worker and Restorative Justice Facilitator Mr. Herb Byones-Behavior Interventionist	2017-2018 Student and Staff Survey data Number of behavior intervention, suspension, and bus referrals incidents resulting from student conflict Number of "repeat offender" behavior intervention, suspension, and bus referrals incidents
"If someone does something					



<p>wrong to me, I can forgive them," warranted a 68.7% favorable response from students.</p> <p>According to the Student survey, 70.3% of students favorably responded to, "In our class, we own up to our mistakes and help each other do better."</p>	<p>positive and effective manner.</p> <p>Within the classroom students will be encouraged to "Think Win-Win" to assist one another in conflict resolution and to "Be Proactive" by taking ownership of their mood, decisions, and mistakes.</p>	<p>debate topics and work together towards a common goal.</p> <p>Restorative problem solving strategies</p> <p>Positive Behavior presentations</p>			
EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT					
<p>Topic</p> <p>Restorative Justice Practices (Morning Meeting, Peace Post, Conflict Resolution and Restorative Circles, Conflict Resolution Reflection Sheet)</p>	<p>Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)</p> <p>Whole group professional development</p> <p>Instructional coaching, as needed</p>	<p>Facilitator & Audience</p> <p>Facilitator: Nadja Pardo (Imagine South Florida Trade Days)</p> <p>Facilitators: Monica Said, School Social Worker and Instructional Leadership Team (preplanning)</p> <p>Audience: All Instructional Staff Members</p>	<p>PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)</p> <p>August and September 2017 – Whole group professional development</p> <p>Job-embedded professional development, in the form of instructional coaching, will be delivered continuously, with a focus on classrooms that have a high number of behavior referrals.</p>	<p>Person responsible for supporting & monitoring</p> <p>Instructional Leadership Team: Alicia Wright, ICoach Kathryn Burgess, Teacher Talent Developer Zachary Parchomenko, Teacher Talent Developer Ashley Vellon, Assistant Principal Erin Kelly, Principal Monica Said, Social Worker and Restorative Justice Facilitator Herb Bynes, Behavioral Interventionist Grade level PLC Facilitators</p>	





ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring

Implementation

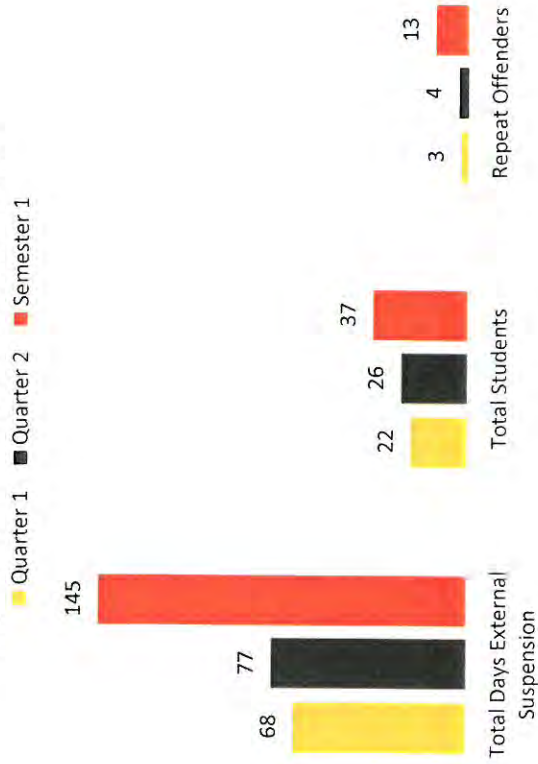
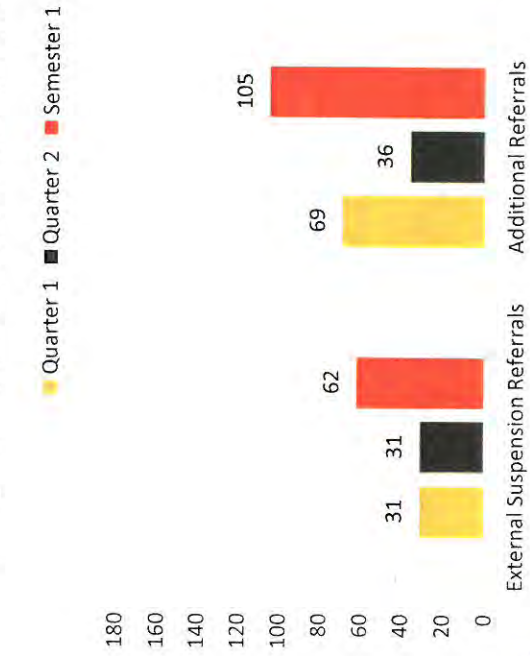
- ⚙ Action steps and professional development have been delivered as planned.
- ⚙ All (100% of) classrooms have evidence that restorative justice practices are in place, including Peace Posts, morning meetings, restorative and/or conflict resolution circles, and conflict resolution reflection sheets.
- ⚙ Job-embedded professional development (instructional coaching) has been continuously provided within classrooms that have a high number of behavior referrals.
- ⚙ Tier II (Conflict or Harm) and Tier III (Welcome/Reentry) Circles, which include the student, parent, administrative team member, Restorative Justice Facilitator, and the campus deputy have been implemented.
- ⚙ The Restorative Justice Task Force redesigned the school's Behavior Intervention Form, Behavior Definitions, and Discipline Matrix. Behaviors are now categorized into three tiers, clearly defined in a manner that aligns with the Broward County Code of Conduct, and interventions have been modified to maximize restorative practices and reduce punitive consequences. When punitive consequences are necessary (due to the severity of the offense or the mindset of the offender), proactive measures such as Harm Circles and Reentry Circles are used to establish behavioral goals, reteach expected behaviors, and discuss the potential consequences of reoffending.

Progress Monitoring

Data is now being tracked in different manner than in previous years. Referral data is now detailed, includes specific information on the time, location, and incident, and can be easily filtered to track throughout any time period range, restorative vs. punitive offenses, and repeat offenders. Due to the new manner of data entry, quarter one of 2017 has served as the baseline period and the school is not yet able to compare quarters from previous years to current quarterly data. Rather, comparisons between 2017-2018 quarters and annual (2017-2018 data vs. previous years) will be made.

Imagine North Lauderdale's Behavior Referrals

Dig Deeper: External Suspensions



Repeat Offenders

3 4 13



EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.
MORAL CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



2017 – 2018 School Excellence Plan (SEP)



Teaching & Learning

ESTABLISH GOALS: PERFORMANCE CHARACTER DEVELOPMENT

Performance Character Development: The teaching and learning of values that help students maximize achievement and reach their fullest potential.

Teachers and staff take intentional steps to model, teach, and reinforce performance character values, such as, responsibility, curiosity, perseverance, and creativity • Teachers provide opportunities for students to practice and internalize performance character values • Teachers integrate performance character values in lessons and activities across content areas • Teachers structure purposeful instructional strategies and activities, that fosters curiosity and creativity, and result in high student engagement • Students learn routines and internalize Social-Emotional Learning skills and habits that allow them to optimize learning experiences • Teachers take intentional efforts to intrinsically motivate students to improve their academic efforts and assume responsibility for their education Teachers help students develop a growth mindset regarding academic achievement by creating a personalized learning plan with self-directed goals • Teachers foster a growth mindset by reinforcing and providing recognition for students' efforts • In cooperation with teachers, students develop character goals that directly impact academic success • Time is allocated to teach students about applying and tracking effort and progress towards personal and collaborative goals • Students frequently communicate and reflect on academic and character goals with teachers, parents, and peers

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

By the end of the 2017-2018 school year, the average agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 94%, as measured by the Imagine Schools Student (92% in 2017), Staff (91% in 2017), and Family (93% in 2017) Surveys.

Goal(s) Met?

YES

NO

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

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
According to the 2016-2017 Student Survey data, 84.7% agreed with the following statement, "My classmates and I have opportunities to work together and give each other feedback."	Teachers will implement the specific strategies taught by Habits 4, 5, and 6. Habit 4 encourages students to 'Think Win-Win'. Habit 5 advises students to 'Seek first to understand then to be understood'. Habit 6 incorporates a concept known as 'synergizing' where students work together. Implementing Restorative Justice practices influences our students to develop meaningful and professional relationships.	Stephen Covey's 7 Habits of Happy Kids Effort rubrics ClassDojo Monthly Positive Character Celebrations Restorative Justice practices: Morning	August 2017-June 2018	All members of Imagine North Lauderdale Staff.	Assessment of the results of the survey data collected from the 2017-2018 Student Survey.

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	Small group work Effort Rubrics Share Out	Meeting, Restorative Justice Circles, etc. "Seeking Scholarly Solutions" jar Document Based Question assignments that promote students to respectfully debate topics and work together towards a common goal.			
As of June 2017, 88% of students concurred with, "My teachers help me connect what I am learning in class to life outside the classroom."	Teachers will model ways in which students can apply all 7 Habits outside of the classroom. Through Restorative Justice practices students will be learning skills to incorporate into everyday social interactions. Integrate cultural awareness and sensitivity into lessons. Build a foundation of looking towards the future through our "Scholars Make Dollars" theme to promote college	Role Play Incorporate real life scenarios into lessons. Restorative Justice practices: Morning Meeting, Social skill building activities, etc. Explore various cultural norms Multi-cultural	August 2017-June 2018	All members of Imagine North Lauderdale Staff.	Assessment of the results of the survey data collected from the 2017-2018 Student Survey.

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	readiness, growth mindset development, career goals and life goal achievements.	night Career Day "After I graduate college, I will be a professional " scholar goal boards within each classroom. Positive Behavior Celebrations Kids with Character Awards			
EQUIP with Professional Learning Opportunities: PERFORMANCE CHARACTER DEVELOPMENT					
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	
Group work, morning meeting activities	PLC	Facilitators: -School Social Worker -Instructional Leadership team -PLCS Audience: -Homeroom Teachers	Continuous	Instructional Leadership Team Alicia Wright, Instructional Coach Kathryn Burgess, Instructional Coach Zachary Parchomenko, Instructional Coach Ashley Vellon, Assistant Principal	

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IMAGINE SCHOOL NAME
2017 – 2018 SCHOOL EXCELLENCE PLAN

Cultural diversity, career building, job skills	PLC, Webinar			Erin Kelly, Principal Monica Said, Social Worker Herb Bynes, Behavioral Interventionist Grade level PLC Facilitators
		Facilitators: -School Social Worker -Instructional Leadership team -PLCS Audience: -Homeroom Teachers	Continuous	Instructional Leadership Team Alicia Wright, Instructional Coach Kathryn Burgess, Instructional Coach Zachary Parchomenko, Instructional Coach Ashley Vellon, Assistant Principal Erin Kelly, Principal Monica Said, Social Worker Herb Bynes, Behavioral Interventionist Grade level PLC Facilitators

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ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

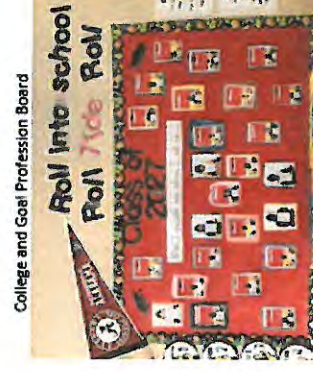
Progress Monitoring I

- ⊗ Action steps and professional development have been delivered as planned.
- ⊗ Effort Rubrics are aligned with learning goals.
- ⊗ Through common planning, teachers plan activities that provide students with opportunities to work together and provide each other with feedback.
- ⊗ Morning Meeting activities include a share out and reflection portion for students collaborate.
- ⊗ In an effort to increase culturally relevant learning opportunities, each grade level began the year with an interactive read aloud featuring a brave and successful African American main character.
- ⊗ In an effort to increase culturally relevant learning opportunities, each grade level studied and completed projects about specific Latin countries during Latin Heritage Month (October). The projects were displayed during our Fall Festival on November 3rd.
- ⊗ Students can ask for guidance from their teachers and class through the "Seeking Scholarly Solutions" Jar in every classroom.
- ⊗ Students are encouraged to look toward the future. Every classroom has displayed pictures of the students holding up signs stating their goal profession. Students were invited to dress up as their goal profession during a dress down week.
- ⊗ Each classroom has adopted a university to represent.
- ⊗ Students who participate in our 21st Century Afterschool Program took a field trip to Goldson Spine, a local Chiropractor and Physical Rehabilitation Center.
- ⊗ Incentives such as Positive Behavior Celebrations and Kids with Character Awards have been put in place to reward student performance.

Student Spirit Shirts



University Walls in Each Classroom Help Students Begin with the End in Mind (Habit 3)





Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

PERFORMANCE CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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2017 – 2018 School Excellence Plan (SEP)

Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

Civic Character Development: The teaching and learning of values that students need to be informed and compassionate citizens of their schools, their communities, and the world. Teachers and staff take intentional steps to model, teach, and reinforce civic character values, such as, empathy, justice, leadership, teamwork, citizenship, service, digital citizenship, etc. • Teachers provide opportunities for students to practice and internalize civic character values that help them understand their roles and responsibilities as citizens of their local and global communities • Teachers create a culturally relevant learning environment that respects diversity • Teachers integrate civic character values in lessons and activities across content areas • Teachers foster students' sense of self-efficacy and inspire them to use their talents and passions to be of service to their school as well as their local and global communities • Students learn about civic duty and the responsibilities of being an informed citizen • Students are provided with opportunities to choose, plan, and implement authentic service learning projects that are connected to their studies in response to a need in their schools as well as their local and global communities • Students have opportunities to grow in empathy by taking different perspectives in social issues • Students learn Character and Social-Emotional Learning skills to engage in effective collaborative groups with peers for productive teamwork • School develops norms for digital citizenship • Students learn about digital citizenship to engage in responsible behavior when using technology

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

By the end of the school year, the average agreement rate (strongly agree & agree) for Civic Character Development survey items will be at least 91%, as measured by the Imagine Schools Student (88% in 2017), Staff (94% in 2017), and Family (94% in 2017) Surveys.

EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT

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	Goal(s) Met?	
					YES	NO
In response to survey item, "Students at this school are learning to navigate the internet in safe and respectful ways," 70.8% of staff members responded favorably.	Students will learn about the importance of navigating the internet properly when they go to the Computer Lab for specials and in class. Broward County "Think B4U Post" campaign Lessons on the consequences of Cyberbullying	Internet safety and respectful usage presentations County provided materials Cyberbullying presentation	August 2017-June 2018	All members of Imagine North Lauderdale Staff.	Identify how you will measure the effectiveness of the strategy/initiative	Assessment of the results of the survey data collected from the 2017-2018 Staff Survey.
In the 2016-2017 Student Survey, 88.3% students agreed with "I am growing in empathy by learning how to understand the feelings of others."	Teachers will implement the specific strategies taught by Habits 4, 5, and 6. Habit 4 encourages students to 'Think Win-	Stephen Covey's 7 Habits of Happy Kids Restorative				



	Win'. Habit 5 advises students to 'Seek first to understand then to be understood'. Habit 6 incorporates a concept known as 'synergizing' where students work together.	Justice practices: Restorative Justice Circles, Morning Meeting, Peace Post, Reflection Sheet, etc. R-E-S-P-E-C-T acronym displayed in classrooms and in hallways.			
	Implementing Restorative Justice practices teaches our students how to empathize with others and build meaningful relationships. R-E-S-P-E-C-T acronym				
EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT					
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	
Internet safety and respectful usage	PLC, Webinar	Facilitators: -School Social Worker -Instructional Leadership team -PLCS Audience: -Homeroom Teachers	Continuous	Instructional Leadership Team Alicia Wright, Instructional Coach Kathryn Burgess, Instructional Coach Zachary Parchomenko, Instructional Coach Ashley Vellon, Assistant Principal Erin Kelly, Principal	



IMAGINE SCHOOL NAME
2017 – 2018 SCHOOL EXCELLENCE PLAN

Strategies to teach empathy and empathetic listening as a teacher	PLC, Webinar	Facilitators: -School Social Worker -Instructional Leadership team -PLCS Audience: -Homeroom Teachers	Continuous	Monica Said, Social Worker
				Herb Byne, Behavioral Interventionist
				Grade level PLC Facilitators
				Instructional Leadership Team
				Alicia Wright, Instructional Coach
				Kathryn Burgess, Instructional Coach
				Zachary Parchomenko, Instructional Coach
				Ashley Vellon, Assistant Principal
				Erin Kelly, Principal
				Monica Said, Social Worker
				Herb Byne, Behavioral Interventionist
				Grade level PLC Facilitators

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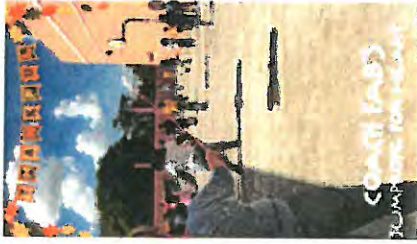


ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

- ⊗ Action steps and professional developments have been delivered or are in the process of being planned to implement.
- ⊗ As part of classroom technology distribution, the students were presented about laptop usage and care expectations.
- ⊗ Through restorative justice practices, students are learning skills to understand and empathize with one another.
- ⊗ The Imagine North Lauderdale community worked together to raise over \$800 for Jump Rope for Heart.
- ⊗ A Go Fund Me page was put together by Imagine North Lauderdale staff and students and their families generously donated to the cause of supporting one of our own Imagine North Lauderdale scholars' emergency medical need.
- ⊗ Fifth grade students assisted in organizing and packaging Thanksgiving Care Packages for our needy families.



Fifth Graders Organizing Thanksgiving Care Packages Students Fundraising for Jump Rope for Heart

Fundraising for our Scholar Jahsette

Progress Monitoring II

EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

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CIVIC CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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2017 – 2018 School Excellence Plan (SEP)



Operating Structures

ESTABLISH Goals: ECONOMIC SUSTAINABILITY

School leadership balances school expenditures and revenues so that they live within their means annually and over the long-term • School leaders, staff and the governing board are actively engaged in creating, discussing, and amending their budget based on the current enrollment and per-student disbursement from each locality or state • The school routinely ensures that the school staff has opportunities to review the budget, learn about school finances and participate in economic decisions • Stakeholders work hard to eliminate inefficiencies and prioritize expenditures based on needs where they most benefit teaching, learning, and school growth • Stakeholders research other opportunities for increasing funds for the school, such as, grants and fundraising • The school provides sufficient personnel, materials, and fiscal resources to comply with applicable regulations

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

By June 2018, Imagine North Lauderdale will ensure the contribution from Imagine Schools does not exceed the contribution projected in the board-approved budget.

Goal(s) Met?

YES NO

EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

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
In 2017, 77% of Imagine North Lauderdale staff members agreed they had the opportunity to become familiar with the school's budget and finances.	The Economic Sustainability Committee Chair will summarize the monthly budget-to-actual financial report at monthly staff meetings and will provide all staff members with an electronic copy of the budget-to-actual report.	Economic Sustainability Committee Monthly budget-to-actual reports	January 2018 – May 2018	Alicia Wright, Economic Sustainability Committee Chair	2018 Staff Survey data Kahoot! quizzes on monthly budget-to-actual reporting sessions.
Enrollment dropped from 635 students in June 2016 to 615 students in August 2016. Enrollment then raised to 640 students in August 2017, which exceeds the budgeted enrollment of 622 students. Enrollment fell to 630 students in October 2017.	All staff members will take ownership over maintaining and growing enrollment, with the goal of each staff member increasing enrollment by one student. All staff members will complete one activity (e.g., handing out flyers at a community events) aimed at growing enrollment. All staff members will post a	List of community events	January 2017 – June 2018	Erin Kelly, Principal	Enrollment as of June 2018



2017 – 2018 SCHOOL EXCELLENCE PLAN

	review on Google, Greatschools.org, or via social media.				
EQUIP with Professional Learning Opportunities: ECONOMIC SUSTAINABILITY					
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	
Understanding the Budget-to-Actual report	Whole group professional development to deepen staff's understanding of the monthly Budget-to-Actual report.	Facilitators: Erin Kelly and Caroline Ashwood Audience: All Staff Members	Professional development will take place on or before January 29, 2017	Erin Kelly, Principal Kathleen McGowan, Business Manager	
Strengthening Imagine North Lauderdale's online profile	Whole group professional development to review the components of an informative review that highlight's the school's characteristics that set us apart from other schools.	Facilitators: Erin Kelly, Ashley Vellon, and Alicia Wright Audience: All Staff Members	Professional development will take place on or before January 29, 2018	Erin Kelly, Principal Ashley Vellon, Assistant Principal Louise Burgess, Office Manager and Parent Liaison	
ENGAGE in Implementation: ECONOMIC SUSTAINABILITY					
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.					
Goal: By June 2018, Imagine North Lauderdale will ensure the contribution from Imagine Schools does not exceed the contribution projected in the board-approved budget.					
Progress Monitoring 1					
Planned strategies align with the established goal but implementation action steps have been delivered according to the timeframe for expected implementation. Progress will be monitored and tracked by staff members listed as responsible for supporting and monitoring, beginning January 2018.					
The Economic Sustainability Committee Chair has not yet begun to summarize the monthly budget-to-actual financial report at monthly staff meetings. Whole group professional development to deepen staff's understanding of the monthly Budget-to-Actual report and strengthening Imagine North Lauderdale's online profile has not yet been delivered. Implementation dates have been revised in order to provide additional time to establish action steps and equip staff members with aligned professional development.					
Imagine North Lauderdale's teachers have raised over \$5,000 this year in Donors Choose grants!					

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Progress Monitoring II

EVALUATE Efforts: ECONOMIC SUSTAINABILITY

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

ECONOMIC SUSTAINABILITY Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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2017 – 2018 School Excellence Plan (SEP)



Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

The school team is committed to offering parents more high quality options for their children's education by equipping their children to become 21st Century learners using 21st Century tools. The school provides a rigorous, relevant education that is innovative and forward thinking • A focused inventory of school resources (print materials, software, hardware, etc.) is created and maintained • School has clear policies, practices, and procedures outlined in school handbook • Hiring practices reflect a routine for recruiting, employing, and mentoring qualified professional staff that are capable of fulfilling assigned roles and responsibilities • Collection and dissemination of data is processed and protected under FERPA • Adequate infrastructure allows schools to operate systems • Master Schedule is developed to ensure appropriate time for optimal learning and planning • Professional learning opportunities are strengthened by having a PLC network to share experiences, successes, and techniques for improved learning • Leaders and staff have opportunities to assume new or greater responsibilities within the school and the organization • Staff builds strong relationships with the school's governing board and authorizing agencies • Strong communication systems promote school priorities, celebrate successes and inform stakeholders • The school routinely maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants • Monitoring and accountability systems are in place to foster a supportive school environment

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

By the end of the 2017-2018 school year, the average agreement rate (strongly agree and agree) for School Development survey items will increase from 93% to 95%, as measured in the Imagine Schools Student, Staff and Family Surveys.

EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

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	Goal(s) Met?	
					YES	NO
Area of Improvement: Communication with all stakeholders Data: In 2017, 95% of Imagine North Lauderdale stakeholders agreed the school has effective communication systems in place.	Instructional Leadership Team (ILT) members will improve communication between stakeholders by increasing usage frequency of the following communication tools to promote school priorities, inform stakeholders, and celebrate successes: - Schoolwide Calendar, via Google Drive - Principal's Peek at the Week, emailed to staff weekly - Imagine North Lauderdale's	Google Drive Email Mail Chimp Class Dojo Facebook	October 2017 – June 2018	Zachary Parchomenko, School Development Committee Chair Caroline Ashwood, Technology Coordinator Erin Kelly, Principal		

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Attachments – Educational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

<u>Educational Performance Attachments</u>	<u>Page(s)</u>
<input checked="" type="checkbox"/> State AYP/AMO Standards	1-47
<input checked="" type="checkbox"/> FLDOE School Grade (prior 5 years) – Includes Two Bullets Below	48
<input checked="" type="checkbox"/> FCAT 2.0 (applicable years during the term of current charter agreement)	
<input checked="" type="checkbox"/> FSA (applicable years during the term of the current charter agreement)	
<input checked="" type="checkbox"/> FLDOE Report Card	49-50
<input checked="" type="checkbox"/> Progress Monitoring Reports (prior 5 years)	51-98
<input checked="" type="checkbox"/> Standardized Test Results	99-108
<input checked="" type="checkbox"/> Implementation of Specific Contractual Corrective Action	109-115
<input checked="" type="checkbox"/> ELlevation Reports – Charter Schools Renewal Report Only	116-120
<input checked="" type="checkbox"/> School Improvement Plans	121-407

Educational Performance Documents Not Attached

- ☐ EOC - **Not Applicable to Imagine North Lauderdale**
- ☐ Notification of School Improvement Rating (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ Graduation Rate (prior 5 years) - **Not Applicable to Imagine North Lauderdale**
- ☐ 300 Lowest-Performing Elementary Schools Plan - **Not Applicable to Imagine North Lauderdale**
- ☐ State-issued High-Performance Designation Letter - **Not Applicable to Imagine North Lauderdale**
- ☐ High School Accreditation Status - **Not Applicable to Imagine North Lauderdale**
- ☐ Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan) - **Imagine North Lauderdale Opts In to District's Plan, On File in Charter Tools**



	<p>Friday Report, emailed to staff weekly</p> <ul style="list-style-type: none"> - ILT lesson plan feedback, emailed to teachers weekly - ILT Shout-Outs, emailed to staff weekly - Six Measures Committee Meeting minutes, emailed to staff monthly - Mail Chimp newsletters, emailed to parents biweekly - Class Dojo message blasts, sent by teachers to parents, biweekly - Facebook posts showcasing 21st Century learners using 21st Century learning tools and advertising upcoming events, posted weekly 				
<p>Area of Improvement: Rigorous, relevant education that is innovative and forward thinking</p> <p>Data: In 2017, 91% of parents agreed they are likely to recommend the school to others.</p>	<p>Imagine North Lauderdale will offer parents more high quality options for their children's enrichment, including:</p> <ul style="list-style-type: none"> - Choir - Dance - Cheerleading - Spanish - Cooking - Basketball - Safety Patrols - Drama - Scrapbooking - Legos - Running - STEP - Gardening - Zumba - Dance - Workout <p>Title I Family Learning Nights will showcase artifacts that demonstrate Imagine North Lauderdale students are 21st</p>	<p>Staff members willing to host afterschool enrichment activities.</p>	<p>October 2017 – June 2018</p>	<p>Zachary Parchomenko, School Development Committee Chair and 21st CCLC Curriculum Director and Community Liaison</p> <p>Ashley Vellon, 21st Century Program Director and Title I Liaison</p> <p>Erin Kelly, Principal</p>	<p>2018 Family Survey data</p> <p>2018-2019 enrollment and retention records</p>

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	Century learners who use 21 st Century learning tools.			
EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT				
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
Using Class Dojo to improve home to school communication	Whole group professional development to inform teachers how to use Class Dojo posts and to share effective examples.	Facilitators: Alicia Wright and Katie Burgess Audience: Homeroom teachers	Whole-group professional development during August 2017 with follow-up examples and staff recognition throughout the first semester.	Alicia Wright, Class Dojo Mentor and Instructional Coach Kathryn Burgess, Teacher Talent Developer Ashley Vellon, Assistant Principal
Project-based learning artifacts that showcase 21 st Century learners using 21 st Century learning tools	Whole group professional development to deepen teachers' understanding of project-based learning components and culminating activities/artifacts that demonstrate 21 st Century learners make effective use of 21 st Century learning tools. PLC sessions to plan effective project-based learning units and culminating activities/artifacts.	Facilitators: Ashley Sweeton, Zachary Parchomenko, and Kathryn Burgess Audience: All Instructional Staff	Whole-group professional development will take place on or before January 28, 2018 Grade-specific planning support will be provided by instructional coaches during common planning sessions.	Erin Kelly, Principal Ashley Vellon, 21 st Century Program Director and Assistant Principal Zachary Parchomenko, 21 st Century Curriculum Director and Community Liaison Stacey Arbogast, 21 st Century Curriculum Director and Community Liaison Erin Kelly, Principal
ENGAGE in Implementation: SCHOOL DEVELOPMENT				
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals. Data: By the end of the 2017-2018 school year, the average agreement rate (strongly agree and agree) for School Development survey items will increase from 93% to 95%, as measured in the Imagine Schools Student, Staff and Family Surveys.				

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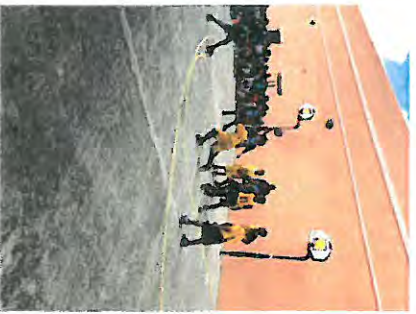


Progress Monitoring I

Action steps have been partially implemented. Instructional Leadership Team (ILT) members have begun to improve communication between stakeholders by increasing usage frequency of communication tools to promote school priorities, inform stakeholders, and celebrate successes, but more time is needed to use all communication tools on a regular basis. Whole group professional development to inform teachers how to use Class Story Dojo posts and to share effective examples has been delivered. Class Dojo usage is now monitored by the ILT.

Imagine North Lauderdale is currently offering parents and students several high quality enrichment options; however, whole group professional development to deepen teachers' understanding of project-based learning components and culminating activities/artifacts that demonstrate 21st Century learners make effective use of 21st Century learning tools has not yet been implemented. PBL artifacts from each classroom were displayed at the Fall Festival, however. Implementation dates have been revised in order to provide additional time to establish action steps and equip staff members with aligned professional development.

Imagine North Lauderdale's
Competitive Basketball Team



Stakeholder Support at INL Basketball Game



Project-Based Learning Culminating Activities
Displayed at Title I Family Learning Night



Progress Monitoring II

EVALUATE Efforts: SCHOOL DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

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SCHOOL DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.





2016 – 2017 School Excellence Plan (SEP)



<i>Imagine School Name</i>	
School Excellence Plan Leadership Team	
SCHOOL LEADER:	GROUP EXECUTIVE VICE PRESIDENT (EVP):
Erin Kelly	Rod Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Nancy Perkins (2 nd /3 rd ELA Teacher) and Ginger Lowry (Kindergarten Teacher)	Jacqueline Vernon
PARENT CHOICE COMMITTEE CHAIR:	NATIONAL ACADEMIC COUNCIL MEMBER:
JaNeice Brown (Fourth Grade Teacher) and Toni van Heerden (Fourth Grade Teacher)	
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Kathryn Burgess (2 nd /3 rd ELA PLC Facilitator and Teacher) and Monica Said (Social Worker)	Joyce Ferguson
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Ashley Vellon (Assistant Principal), Alicia Wright (Imagine Instructional Coach), Bianca Cruz (Instructional Coach), Stacey Arbogast (Math Coach)	Dr. Steve Rios
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Caroline Ashwood (Technology Coordinator)	Elizabeth Woehrl
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	
Zachary Parchomenko (Fourth Grade PLC Facilitator and Teacher)	
OTHER STAFF REPRESENTATIVE(S):	STUDENT REPRESENTATIVE(S):
Jaclyn Campbell (Kindergarten PLC Facilitator) Tiffany Bennett (First Grade PLC Facilitator) Shalom Harrial (2 nd /3 rd PLC Facilitator) Samia Said (Fifth Grade PLC Facilitator) Fabiola Josil (Specials PLC Facilitator)	21 st Century Student Advisory Board Members: Sabrina Ramsey Savannah Brown Reyauna Cotton Anthony King Zykeria Heath Phillip Heath

Imagine Schools 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.

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School Vision and Mission Statements

Vision	Mission	Character Development Mission
(A vision statement indicates what the school should ideally “look like” and what it is trying to achieve aligned with the organization’s values and culture.)	(A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	(A Character Development Mission supports the School’s Mission Statement and provides focus and direction for the school’s character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
At Imagine Elementary at North Lauderdale Charter School, we strive to ensure all students demonstrate above-average academic growth each year. We are committed to partnering with parents/guardians to implement a rigorous and individualized learning plan designed to meet the unique needs of each student.	It is all about the students. No exceptions. No excuses.	All Imagine North Lauderdale stakeholders will work together to grow students’ minds and guide their hearts.

School Profile and Demographics

Brief History and Background of the School

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

Imagine North Lauderdale was established as a Chancellor Beacon Academy in 2001 and transitioned to become an Imagine school in 2004. The 2016-2017 academic year marks Imagine North Lauderdale’s 16th year!

Location

Imagine North Lauderdale is a tuition-free, public charter school located in an urban community within Broward County Public Schools, the sixth largest school district in the nation. As a school of choice without residential address boundaries, Imagine North Lauderdale enrolls many children whose parents or guardians partner with the school after an unsatisfactory experience at other schools located within North Lauderdale (48%), Fort Lauderdale (14%), Margate (9%), Lauderdale Lakes (8%), Tamarac (5%), Pompano Beach (4%) and other Broward communities (4%).

The 46,531 square foot campus is located within a strip mall and has 29 classrooms, a Media Center, a Computer Lab, a STEM Lab, a Multi-Purpose Room, and a Teacher Resource Room. The school’s spacious classrooms have been used to maximize enrollment while maintaining space for specials classes – seven classrooms house co-teach models with two teachers and 32 to 40 students.

Challenges Faced

The school targets a high-poverty demographic of students and families, most of whom are minorities – 68% Black, 26% Hispanic, 2% Asian, and 2% Multiracial. Imagine North Lauderdale had a chronic history of low academic performance and in June 2011, earned the lowest ‘F’ grade in Broward County. Consequently, in August 2011, the school began a federally-funded School Improvement Turnaround Model. Since the 2013-2014 school year, the school has maintained a ‘B’ or ‘C’ grade.

In July 2012, Imagine North Lauderdale’s middle school was closed due to not meeting state and district academic performance measures. The loss of 270 students, along with the expiration of the School Improvement Grant in June 2014, has made economic sustainability an on-going challenge. Although the elementary school’s enrollment has doubled since closing the middle school, meeting the academic, social, and emotional needs of an economically disadvantaged, transient, and growing student body is costly.



Initiatives

In order to maximize student academic growth, the school operates an extended school day (one hour longer than standard Broward County elementary schools) and offers numerous, free, extended afterschool, Saturday, and summer learning opportunities.

Awards Received

- 2012: Academic Growth – Most Improved, Runner-Up
- 2013: Academic Growth – School of the Year, Runner-Up
- 2013: Shared Values – Most Improved, Runner-Up
- 2014: Academic Growth – School of the Year, Runner-Up
- 2015: Parent Choice – School of the Year, Most Improved
- 2016: Imagine Schools A+ Excellence Award for Shared Values

Measures of Excellence Grades

Economic Sustainability	Parent Choice	Shared Values	Character Development	Learning Gains
13/14/15/16	13/14/15/16	13/14/15/16	13/14/15/16	13/14/15/16
A-/B+/B	B/C+/A/A	A/B-/A+/A+	B+/A-/A/A	1.08/1.09/1.03/1.01

Grants

Current: **21st Century Community Learning Center Grant**

- Awarded in September 2014
- Approximately \$255,000 per year
- Five Year Span

Current: **Title I Funding**

- Awarded annually, based on the school's percentage of Economically Disadvantaged students
- Approximately \$289,000 in 2016-2017

Previous: **School Improvement Grant**

- Spanned August 2011 to June 2014
- Approximately \$585,000 per year

Partnerships

- Goldson Spine
- Publix
- Afterschool Providers (ASP)
- City of North Lauderdale Parks and Recreation
- Florida Atlantic University (FAU)
- Broward County Public Library System
- Kentucky Fried Chicken
- SLA Management (Food Service Provider)
- TD Bank
- Home Depot



School Profile

- **Brief History and Background of the School**
- **Years of Operation: 16 years**

Unique Strengths

- Targeting the lowest 25% of students for learning gains.
- Differentiating instruction across the content areas.
- Parent satisfaction.

Unique Weaknesses

- Increasing the number of students performing at or above proficiency in reading, math, writing, and science.
- Accommodating needs of our diverse population.

Partnerships

Publix





Student Demographics

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

Total Enrollment by Grade Level:

- K – 120 (18% of total population)
- 1 – 116 (18% of total population)
- 2 – 126 (19% of total population)
- 3 – 120 (19% of total population)
- 4 – 90 (13% of total population)
- 5 – 83 (13% of total population)

Current Enrollment	% African American	% Hispanic	% Asian	% Multi-Racial	% White	% Free or Reduced	% Special Education	% English Language Learners (LY)	% Former English Language Learners (LF)
616	420, 68%	161, 26%	10, 2%	15, 2%	10, 2%	590, 95.7%	52, 8.4%	174, 28.2%	23, 3.7%

*The Free and Reduced Lunch percentage will continue to increase, until September 30, 2016.

Attendance Rates

- 2011-12: The student attendance rate was 95.2%
- 2012-13: The student attendance rate was 93.6%
- 2013-14: The student attendance rate was 94.2%
- 2014-15: The student attendance rate was 95.6%
- 2015-16: The student attendance rate was 93.8%
- 2016-17: The student attendance rate is currently 95.4%

Staff Demographics

(Specify number of staff members and indicate roles. For instructional staff: include % of new teachers, % of teachers with 1-5 years and 6+ years of experience, % of teachers with advanced degrees, and % of teachers with specialized certifications.)

Experience:

- New to Imagine North Lauderdale Teachers: 20% (10 of 49)
- Veteran Imagine North Lauderdale Teachers: 80% (39 of 49)

1 to 5 Years: 65% (32)

6+ Years: 35% (17)

Advanced Degrees: 10% (5)

Reading Endorsed: 6% (3)



Needs Assessment

DATA & 3 YEAR TRENDS

Shared Values

- Imagine Schools Staff, Student, and Parent Survey items related to Shared Values
- Other quantitative data: staff retention, in-house surveys
- Other qualitative data: testimonials, observations
- SEPR rating

ANALYZE & PRIORITIZE NEEDS

Shared Values

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Imagine Schools Staff, Student, and Parent Survey Data

<u>Six Measure Focus</u>	<u>Survey</u>	<u>Goal</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>Change from 15 to 16</u>
Shared Values	Staff	I see myself working at Imagine for many years to come.	84	84	69	81	41	89	0
Shared Values	Staff	I see myself as a vital part of the success of this school.	90	91	100	97	85	89	(1)
Shared Values	Family	I am aware that our school strives for success in Six Measures of Excellence.	93	91	94	95	83	81	2
Shared Values	Student	I am learning about Imagine's Shared Values of Integrity, Justice, and Fun.	84	97	88	89	70	72	(13)
Shared Values	Student	People at my school care about me. (Justice)	68	74	70	73	60	65	(6)
<u>2016 Average</u>									84

Staff Intentional Retention Rates

2016-2017 Staff Retention: 86% (38 of 44)
2015-2016 Staff Retention: 71% (29 of 48)
2014-2015 Staff Retention: 78% (32 of 41)

Areas of Strength – Three Year Trend Average

94%: At my school there are opportunities for teamwork and collaboration. (Staff Survey)
93%: I am given opportunities to grow professionally and to make contributions beyond my area of primary responsibility. (Staff Survey)
93%: My work at this school directly impacts our performance on the Six Measures of Excellence. (Staff Survey)
93%: Our staff attempts to live out the Imagine Schools' Shared Values of Integrity, Justice, and Fun. (Staff Survey)

Areas of Growth

Supporting Goal #1: Continue to increase staff satisfaction and retention.
Supporting Goal #2: Increase students' knowledge and application of Imagine's Shared Values of Integrity, Justice, and Fun.

2014-2015 SEPR Rating: Maturing

- Students are invited to serve in some leadership roles within classrooms.
- Students be walked through leadership roles to inspire them to be curious and empowered to take even more pride in their school.

2011-2012 SEPR Rating: Emerging

- Ensure all stakeholders understand the meaning & application of Shared Values.
- Each team member experiences making a decision next year.
- Exhibit physical displays for Imagine Shared Values and Six Measures throughout the school building.



Character Development

- Imagine Schools Staff, Student, and Parent Survey items related to Character Development
- Other quantitative data: in-house surveys, discipline data (referrals, suspensions)
- Other qualitative data: testimonials, observations
- List of service learning opportunities
- SEPR rating

Character Development

- Areas of strength and growth
- SEPR & NACT recommendation
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Imagine Schools Staff, Student, and Parent Survey Data

Six Measure Focus	Survey	Goal	2016	2015	2014	2013	2012	2011	Change from 15 to 16
Character Development	Staff	Students behave respectfully toward staff.	56	49	23	45	37	50	7
Character Development	Student	Students at my school treat adults with respect.	49	59	34	43	40	42	(10)
Character Development	Staff	Students show respect for school property	58	53	42	48	31	58	5
Character Development	Student	Students at my school take care of our school property.	47	55	43	44	32	32	(8)
Character Development	Family	Students at our school are learning how to resolve conflicts appropriately.	84	89	85	78	69	71	(5)
Character Development	Student	I am learning how to resolve arguments and fights peacefully.	71	80	73	70	60	67	(9)

Areas of Strength – Three Year Trend Average

Areas of Growth

Supporting Goal #1: Students will make measurable improvement in areas revolving around respect.
Supporting Goal #2: Students will learn skills to resolve conflicts with peers.

2014-2015 SEPR Rating: Maturing

- Identify ways to maintain positive behaviors in unstructured settings such as the lunchroom.
- Provide students with individual behavioral/character goal-setting by all students.

2011-2012 SEPR Rating: Emerging

- Clearly define and showcase your character traits.
- Determine if your character traits are to be interwoven with shared values.
- Create a behavior rubric that corresponds with character and/or infuse with Class Dojo.

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Parent Choice

- Imagine Schools Parent Survey
- Other quantitative data: in-house surveys, attendance, re-enrollment, student mobility
- Other qualitative data: testimonials and observations
- SEPR rating

Parent Choice

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Imagine Schools Staff, Student, and Parent Survey Data

Six Measure Focus	Survey	Goal	2016	2015	2014	2013	2012	2011	Change from 15 to 16
Parent Choice	Family	I volunteer at our school.	22	29	27	23	22	24	(7)
Parent Choice	Family	The school offers me opportunities to get involved in my children's education.	87	93	95	88	83	77	(6)
Parent Choice	Family	The principal is accessible to parents and guardians.	83	91	87	93	86	82	(8)
Parent Choice	Family	The school respects my opinions and concerns regarding school issues.	87	91	89	91	80	80	(4)

Areas of Strength – Three Year Trend Average

99%: Our school staff extends help to all families when asked or needed. (Staff Survey)
 98%: Families who visit the school are welcomed and treated with respect. (Staff Survey)
 98%: Our school staff promotes parent involvement in school events and activities. (Staff Survey)
 95%: The people who work in the front office are friendly and helpful. (Family Survey)

Areas of Growth

Supporting Goal #1: Increase parent participation in their child's education.
 Supporting Goal #2: Improve parent's perception of leadership team members' availability to partner with parents to address school issues.

2014-2015 SEPR Rating: Advanced

- Identify opportunities to increase parental volunteer opportunities.

2011-2012 SEPR Rating: Emerging

- Update communication with parents by creating a website and provide a consistent communication with parents at least once per month.
- Use Parent Education Nights focusing on the Six Measures.
- Provide an opportunity for re-enrollment prior to the end of the school year.
- Invite parents to serve on various task forces.

Reenrollment Rates:

2016-2017: To be determined
 2015-2016: 81.9%
 2014-2015: 70.5%
 2013-2014: 79.7%

Imagine North Lauderdale is located in a transient community. With 98% of our students qualifying for Free & Reduced Lunch, for many families, when the lease expires or the family dynamic changes, there is no choice but to relocate outside of the community. We now track why students withdraw so that we are able to determine which families withdrew to attend a local school vs. which families were forced to leave Imagine North



Lauderdale due to relocation outside of our community. Between Fall 2015 and Spring 2016, 60% of students who withdrew moved outside of our community (54), district (5), or state (8) while 30% (33) of students who withdrew attended a school within our community (a 5 mile radius of our campus, or areas serviced by one of our school buses).

In July 2012, Imagine North Lauderdale Middle School was closed, which impacted total campus enrollment by 270 students. In August 2012, the elementary campus' enrollment was 315 students. Enrollment grew to 386 students in June 2013. Imagine North Lauderdale exceeded its 2013-2014 budget enrollment of 400 students by 37 students on the first day of school. Again, enrollment steadily increased throughout the school year, with 465 students enrolled in June 2014. In August 2014-2015, the school exceeded its budgeted enrollment of 514, with 520 students enrolled. By the state FTE count in October, enrollment had increased to 540 and was at 586 students in Spring 2015. Within three years of closing the middle school, the elementary enrollment grew by 270 students (from 315 to 586) - the exact amount of students lost when the middle school closed. In 2015-2016, the school's enrollment further grew to 657 students, which exceeded the budgeted enrollment by 63 students. In 2016, for the first time since closing the middle school, the elementary campus experienced a dip in enrollment. The August 2016 enrollment was 615 students. A new charter school within the neighborhood has impacted enrollment at Imagine North Lauderdale and other neighborhood charter schools, which have elementary and middle school campuses. Neighboring schools have consequently opened their waiting lists and Imagine North Lauderdale students who have siblings in middle school have recently been withdrawn to attend neighborhood schools with middle school campuses.

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Academic Growth

- STAR & State Assessments & Learning Gain Reports
- AEF Literacy Focus walk-through data
- Professional Development implementation data
- Other quantitative (in-house surveys) & qualitative data (testimonials, observations)
- SEPR rating and recommendations

Academic Growth

- State Assessment results of students that met/did not meet target mastery levels
- Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment
- AEF Literacy Focus implementation
- Teacher Professional Growth
- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Florida Standards Assessment (FSA) Annual Comparative Data

	2016	2015	2014	2013	2012	2011	2010	2009	2008
Free & Reduced Lunch Rate	96	98	96	97	98	96	95	89	87
Minority Rate	97	97	97	95	97	97	97	97	98
FCAT 2.0 Reading % Proficient	31	35	32	29	28	39	45	52	47
FCAT 2.0 Reading Learning Gains	51		74	62	62	50	51	72	51
FCAT 2.0 Reading Lowest 25% Learning Gains	50		74	78	65	53	57	65	42
FCAT 2.0 Math % Proficient	43	43	48	37	43	41	46	37	41
FCAT 2.0 Math Learning Gains	69		86	42	73	35	54	46	50
FCAT 2.0 Math Lowest 25% Learning Gains	59		88	53	83	50	70	47	61
FCAT Writing Proficiency			68	57	64	73	78	93	84
FCAT 2.0 Science Proficiency	37	45	39	40	32	12	12	6	18

Areas of Strength – Three Year Trend Avg.

Areas of Growth

2014-2015 SEPR Rating: Exemplary

The SEPR recommends that:

- Data notebooks be implemented in the intermediate academy so students track growth and set goals for themselves.

2011-2012 SEPR Rating: Emerging

- Differentiate Professional Development to meet individual teacher needs.
- Create a system to prevent classroom interruptions.
- Improve instructional pacing to increase student engagement and increase time on task. This will allow for additional practice of essential skills and decrease student misbehavior.
- Implement initiatives that align with your mission: Imagine Schools Advanced Reading Challenge, Imagine Schools National Character Essay Contest, and We Give Books. (www.wegivebooks.org)



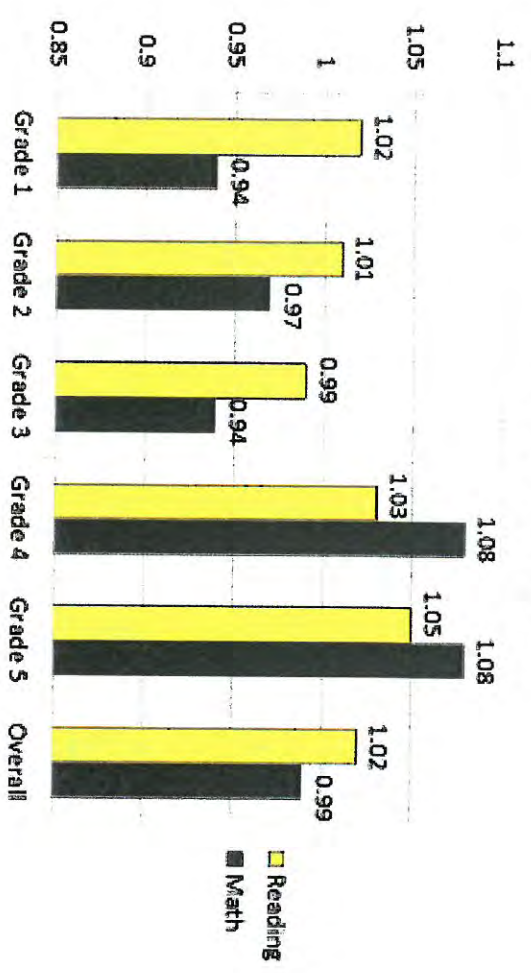
School Improvement Grant (SIG) Schools FSA Comparison	2016 Reading % Satisfactory or Higher		
	3rd	4th	5th
Imagine Charter at North Lauderdale	25 (5th of 8)	32 (1st of 7)	36 (2nd of 7)
North Lauderdale Elementary	46	27	38
Walker Elementary	14	11	17
Larkdale Elementary	16	19	29
North Fork Elementary	28	15	21
Dillard Elementary	29	9	21
Martin Luther King Elementary	13	30	26
Sunland Park Elementary	29	N/A	N/A

School Improvement Grant (SIG) Schools FSA Comparison	2016 Math % Satisfactory or Higher			2016 Science % Satisfactory or Higher
	3rd	4th	5th	
Imagine Charter at North Lauderdale	32 (4th of 8)	51 (1st of 7)	51 (2nd of 7)	37 (1st of 7)
North Lauderdale	57	36	58	24
Walker Elementary	11	13	4	3
Larkdale Elementary	23	23	25	23
North Fork Elementary	35	34	34	24
Dillard Elementary	32	19	28	11
Martin Luther King	20	33	30	18
Sunland Park	60	N/A	N/A	N/A

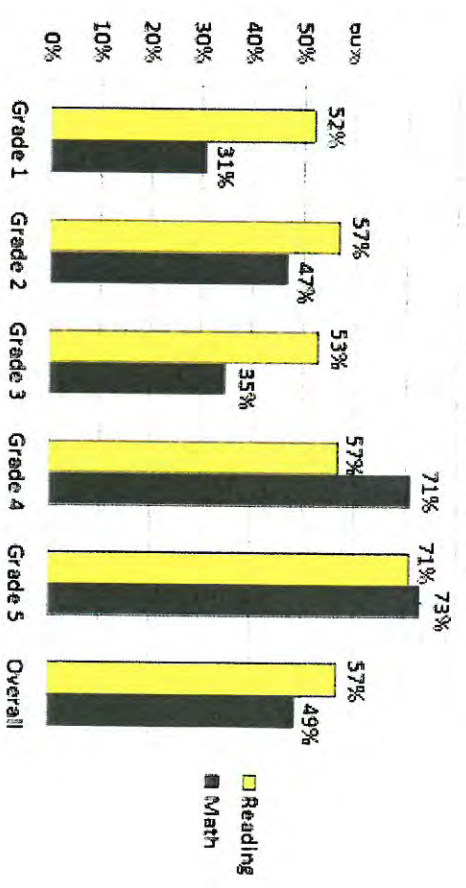
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Mean Learning Gains 2015-2016



Expected Learning Gains Percentage of Students 2015-2016





Reading

2016 ELA FSA - Percentage in Each Achievement Level									
Level	1	2	3	4	5				
3rd	53	22	19	3	2				
4th	44	24	22	7	3				
5th	25	39	28	7	1				

FCAT Reading Grade Level Comparative Data							
Grade	2016	2015	2014	2013	2012	Same Student Change	
Grade 3	25	24	22	22	23		
Grade 4	32	38.1	42	32	28	(+8)	
Grade 5	36	49	39	34	33	(-2)	

4th ELA:

Although fourth grade proficiency dropped from 38% in 2015 to 32% in 2016, same student data demonstrates that 2016's fourth grade FSA ELA scores increased by 8% compared to how those students scored on their 2015 third grade FSA ELA. The same-student increase from 2015 to 2016 is commendable considering 2016 was the first year fourth graders took a computer-based FSA ELA test.

5th ELA:

Imagine North Lauderdale's 2015 class of fifth graders was higher than average. When comparing their 2014 (4th grade) and 2015 (5th grade) scores to 2012, 2013, 2014, and 2016, it is evident that they were a higher-than-average group of students. This is knowledge shared by teachers who worked with those students, instructional coaches, and the principal. Additionally, the 2015 class of fifth graders had 52 students, compared to the 83 fifth graders in the 2016 class. The additional 31 students called for adding an additional unit, which stretched resources thin, especially the number of staff members available to provide intensive remedial support to the high number of fifth graders who entered the grade reading below level.





Math

2016 Math FSA - Percentage in Each Achievement Level									
Level	1	2	3	4	5				
3rd	45	23	24	8	0				
4th	26	23	26	20	5				
5th	24	25	34	16	1				

FCAT Math Grade Level Comparative Data						
Grade	2016	2015	2014	2013	2012	Same Student Change
Grade 3	32	36.6	44	42	52	
Grade 4	51	40	53	36	36	(+14)
Grade 5	51	52.9	48	31	40	(+11)

3rd Math:

Our second/third grade math team was our campus' biggest professional development need this year. Five of the six teachers were new to Imagine North Lauderdale and required thorough coaching on effective classroom management. The one veteran INL teacher taught first grade previously, temporarily left the school, and did not begin teaching in her new position until November 2015. Turnover within this team of teachers was also a challenge – two of the teachers were serving as Interim Subs after having replaced teachers who were terminated due to challenges managing a safe classroom environment. Each of these teachers received at least two full weeks of instructional coaching during the first semester of the year. Those who started later in the year also received at least two weeks of instructional coaching. Classroom management and the quality of instruction within this cluster, however, was below average when compared to other grade levels on campus.

Being short-staffed on our Instructional Leadership Team greatly impacted third grade FSA Math proficiency scores. Mrs. Sweeton Yellon was out from January to late May, meaning we were short one coach during our FSA Crunch interventions (differentiated instruction to prepare students for FSA testing). Because Mrs. Sweeton was out, our Instructional Coaches were only able to co-teach with fourth and fifth grade teachers during FSA Crunch and/or pull groups of fourth and fifth graders needing intensive intervention. Our schedule and level of staffing simply did not permit supporting third grade FSA Math or FSA ELA needs. Knowing our limited resources, we specifically chose to focus on supporting fourth and fifth grade due to the fact that fourth and fifth grade learning gains are a large part of the school grade calculation. Although third grade math proficiency fell, fourth grade's rose due to the support the fourth grade teachers received from our math coach, for example.

5th Math:

Although fifth grade proficiency dropped from 53% in 2015 to 51% in 2016, same student data demonstrates that 2016's fifth grade FSA Math scores increased by 11% compared to how those students scored on their 2015 fourth grade FSA Math test. As mentioned above in the 5th ELA section, the fact that the 2015 class of fifth graders was a



higher-than-average group, coupled with the 31 student increase in the 2016 fifth grade class size, also impacted fifth grade's drop in proficiency across-the-board (ELA, Math, and Science).

Science

2016 FCAT Science 2.0 Strand Performance				
Fifth Grade	Nature of Science	Earth & Space	Physical	Life
	10	16	16	14
	6	10	10	9
	60%	63%	63%	64%

Percentage in Each Achievement Level				
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
32	31	26	11	0
38%	37%	31%	13%	0%

Florida Comprehensive Assessment Test (FCAT) Science Annual Comparative Data									
	2016	2015	2014	2013	2012	2011	2010	2009	2008
FCAT 2.0 Science Proficiency	37	45	39	40	32	12	12	6	18

5th Science: The fact that the 2015 class of fifth graders was a higher-than-average group, coupled with the 31 student increase in the 2016 fifth grade class size, also impacted fifth grade's drop in proficiency across-the-board (ELA, Math, and Science).

Fifth grade teachers and Instructional Leadership Team members were disappointed to discover that 2016 proficiency was lower than 2014 and 2013, however. A portion of that drop was due to the fact that Ms. Hicks, our most veteran fifth grade teacher, who is also our Science Team Leader, began maternity leave about a month before FCAT 2.0 Science testing. Although an instructional coach did co-teach to provide FCAT Science preparatory support to Ms. Hicks' interim sub, proficiency scores among Ms. Hicks' fifth graders were not as high as they have been in years past. Also, our STEM teacher was new to campus and was not as effective in teaching our fifth graders as our 2014 and 2015 STEM teacher was. For example, our 2014 and 2015 STEM teacher provided students with one hour of weekly, highly-engaging, hands-on activities that aligned with FCAT Science content. On-the-other-hand, our 2016 STEM teacher struggled to manage the classroom, especially when teaching fifth grade, and was resistant to job-embedded professional development. Lack of classroom management negatively impacted the impact of her instruction.



Economic Sustainability

- Imagine Schools Staff Survey items related to Economic Sustainability
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

Imagine Schools Staff Survey Data

Six Measure Focus	Survey	Goal	2016	2015	2014	2013	2012	2011	Change from 15 to 16
Economic Sustainability	Staff	I have been given an opportunity to become familiar with our school's budget and finances.	72	75	77	70	30	73	(3)

Economic Sustainability

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Areas of Strength

- Within three years of closing the middle school, the elementary enrollment grew by 270 students (from 315 to 586) - the exact amount of students lost when the middle school closed.

- The school was awarded the 21st Century Community Learning Center in October 2014. The grant funds approximately \$250,000 per year of extended learning opportunities.

Areas of Growth

Supporting Goal #1: Increase staff familiarity with the school's budget and finances.

Supporting Goal #1: Increase staff involvement in school fundraising.

Supporting Goal #2: Restore enrollment to June 2016 total of 635 students.

2014-2015 SEPR Rating: Maturing

- Create a Task Force charged with identifying options to equip staff and students with needed school supplies.
- Implement the Imagine philosophy and equip all staff with knowledge of the revenue and expense categories.

2011-2012 SEPR Rating: Not Evident

- Create a strong marketing plan in order to become up to date on indirect costs -and lease payments.
- Economic Sustainability should meet on a consistent basis to review the budget.
- Economic Sustainability should present the budget at staff meetings and encourage active participation of all staff in budgetary decisions.
- Post monthly the budget for easy access and staff review.

School Development

- Imagine Schools Staff Survey items related to School Development
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Developing Character, Enriching Minds!



Imagine School's Staff, Student, and Parent Survey Data									
Six Measure Focus	Survey	Goal	2016	2015	2014	2013	2012	2011	Change from 15 to 16
School Development	Staff	Staff members do a good job of communicating with each other.	84	86	92	87	48	82	(2)
School Development	Family	Teachers communicate with me regularly about my children's progress.	82	85	78	87	69	67	(3)
School Development	Family	I am likely to recommend our school to others.	86	88	84	89	77	73	(2)
School Development	Student	I feel safe at my school.	72	82	72	86	66	69	(10)
<p>Areas of Strength</p> <ul style="list-style-type: none"> - After significantly improving its relationship with the authorizer, Imagine North Lauderdale earned a five year charter contract in June 2013. - In 2016, the school used technology bond funds to purchase enough laptops to maintain a 1 to 1 laptop to student ratio in third, fourth, and fifth grade. The school's infrastructure was upgraded, using E-Rate funds, in July 2016. <p>Areas of Growth</p> <p>Supporting Goal #1: Increase stakeholder's satisfaction with the school's communication systems.</p> <p>Supporting Goal #2: Increase the percentage of parents likely to recommend the school to others.</p> <p>2014-2015 SEPR Rating: Maturing</p> <ul style="list-style-type: none"> • Differentiate professional development opportunities. • Implement Teachers-Observing-Teachers across campus to foster the collegial atmosphere. 									

Attachments –Financial Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Financial Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Fixed Assets Report Reconciled with General Ledger	2 - 30
<input checked="" type="checkbox"/> Projected Five (5) Year Budget for 2017-2022	31-33
<input checked="" type="checkbox"/> Revenue Estimate Worksheet for 2016-2017	34
<input checked="" type="checkbox"/> Revenue Estimate Worksheet for 2017-2022	35 - 46

Financial Performance Documents Not Attached

- ☐ Fixed Assets Report for Bond Items – **On File in Charter Tools**
- ☐ Financial Corrective Action Plan – **Not Applicable to Imagine North Lauderdale**
- ☐ Evidence of Resolution of any Financial Debts **Not Applicable to Imagine North Lauderdale**
- ☐ Financial Corrective Action Plan, If Applicable - **Not Applicable to Imagine North Lauderdale**
- ☐ Evidence of Resolution of any Financial Debts, If Applicable - **Not Applicable to Imagine North Lauderdale**

Fixed Asset Rollforward
Date 06/30/14

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE #5171

Update the Fixed Asset Type line items to agree to the prior year financial statements and account numbers. Update for any new asset types in the current year. Complete the Balance at the beginning of the year from the prior year financial statement footnote. Include any fixed asset additions and disposals for the current year. Compare the balance at the end of the year to the trial balance and explain any variances.

GL Account Number	Fixed Asset Type	Balance at Beginning of the year	Additions	Disposals	Balance at the End of the year	Balance per trial balance	Variance
Capital assets depreciated:							
137.132.00.0000	Leasehold improvements	13,675	4,319	-	17,994	17,994	-
	Buildings and fixed equipment	-	-	-	-	-	-
138.134.00.0000	Furniture, fixtures and equipment	40,287	11,589	-	51,876	51,876	0
138.138.10.0000	Audio visual materials	49,246	20,226	-	69,472	69,471	0
138.138.50.0000	Information technology equipment	133,744	110,283	-	244,027	244,027	(0)
133.138.20.0000	Computer software	14,446	6,500	-	20,946	20,946	-
	Total capital assets depreciated	251,398	152,916	-	404,314		
Less accumulated depreciation:							
139.132.10.0000	Leasehold improvements	8,490	1,272	-	9,762	9,762	0
	Buildings and fixed equipment	-	-	-	-	-	-
139.134.90.0000	Furniture, fixtures and equipment	36,131	1,859	-	37,990	37,990	(0)
139.138.80.0000	Audio visual materials	17,239	7,141	-	24,380	24,380	(0)
139.138.60.0000	Information technology equipment	19,727	34,283	-	54,010	54,010	0
139.138.90.0000	Computer software	6,113	4,792	-	10,905	10,904	0
	Total accumulated depreciation	87,700	49,347	-	137,047		
	Total governmental activities capital assets, net	163,698	103,570	-	267,268		

General Ledger

GL Trial Balance

Period Ending: 06/30/2014

FY14

GL Acct No		Beginning Balance	Debit	Credit	Ending Balance
137-132-00-0000	Leasehold Improvements	17,993.56	0.00	0.00	17,993.56
138-134-00-0000	Furniture, fixtures & equipment	51,876.38	0.00	0.00	51,876.38
138-138-10-0000	Audio visual materials	64,304.36	5,167.00	0.00	69,471.36
138-138-20-0000	Computer software	71,602.25	0.00	50,656.25	20,946.00
138-138-50-0000	IT Equipment	244,027.08	0.00	0.00	244,027.08
139-132-10-0000	A/D - Leasehold Improvements	(9,649.58)	0.00	111.96	(9,761.54)
139-134-90-0000	A/D - FF&E	(37,723.09)	0.00	267.36	(37,990.45)
139-138-60-0000	A/D - IT Equipment	(49,861.87)	0.00	4,147.95	(54,009.82)
139-138-80-0000	A/D - AV Materials/SW	(23,516.37)	0.00	864.10	(24,380.47)
139-138-90-0000	A/D - Computer Software	(10,369.60)	0.00	534.72	(10,904.32)
Report Total:		318,683.12	5,167.00	56,582.34	267,267.78

North Lauderdale Elementary

Acct. 137-132-00-0000 - Improvements other than building

As of June 30, 2014

Date	Reference	Description	Amount	Balance	yrs depr	mothly depr	yrly depr	depr exp	ends
10/19/2001	GJ-0132	AJE#5	1,600.00	1,600.00	15	8.89	106.68	plant	Sep-16
2/4/2004	AP-0058	MHI Cons #2/03/04 ins tile/fountain/jan closet	3,475.00	5,075.00	15	19.31	231.67	plant	Jan-19
8/30/2004	GJ-0117	AJE#7	8,600.00	13,675.00	15	47.78	573.33	plant	Jul-19
8/23/2013		Acorn	4,318.56	17,993.56	10	35.99	431.86	plant	Aug-23
				17,993.56		111.96			
				17,993.56					
				17,993.56					
				17,993.56					
				17,993.56					
				17,993.56					
				17,993.56					
				17,993.56					

North Lauderdale Elementary
Acct 138-134-00-0000 - Furniture, Fixture, & Equipment
As of June 30, 2014

Date	Reference	Description	Amount	Balance	yrs depr	mnthly depr	yrly depr	depr exp	ends
9/30/2001	GJ-0816	To recon due to/from acct	5,342.75	5,342.75	fully depr				
1/31/2001	AP-0003	Playmore Recreational Products Inv#259	3,791.50	9,134.25	fully depr				
10/31/2001	AP-0003	Playmore Recreational Products Inv#260	3,650.00	12,784.25	fully depr				
12/31/2001	AP-0005	Darathal Inv#10161	3,200.00	15,984.25	fully depr				
6/30/2002	GJ-0064	Rec CM #923075	(2,609.25)	13,375.00	fully depr				
6/30/2002	GJ-0132	AJE#5	1,718.52	15,093.52	fully depr				
6/30/2002	GJ-0132	AJE#5	780.48	15,874.00	fully depr				
6/30/2002	GJ-0132	AJE#5	977.08	16,851.08	fully depr				
6/30/2002	GJ-0132	AJE#5	2,679.59	19,530.67	fully depr				
6/30/2002	GJ-0132	AJE#5	2,014.44	21,545.11	fully depr				
6/30/2002	GJ-0132	AJE#5	1,686.98	23,232.09	fully depr				
3/12/2003	AP-0059	General Hotel & Restaurant Inv#67373	375.00	23,607.09	fully depr				
3/12/2003	AP-0061	General Hotel & Restaurant Inv#66816	11,186.86	34,793.95	fully depr				
6/30/2005	GJ-0120	AJE#6	2,451.00	37,244.95	fully depr	7	29.18	350.14 plant	Jan-18
2/25/2011	JE-7705	Owl Video system	1,544.50	38,789.45		7	18.39	220.64 principal	Dec-18
1/20/2012	AP-574	Lifesafety	1,497.45	40,286.90		7	17.83	213.92 instruction	Jun-19
7/31/2012		SchoolOutfitter		40,286.90					
9/14/2013		Staples	4,869.48	45,156.38		7	57.97	695.64 instruction	Oct-20
10/10/2013		3 Oaks	525.00	45,681.38		7	6.25	75.00 instruction	Nov-20
9/24/2013		3 Oaks	2,415.00	48,096.38		7	28.75	345.00 instruction	Oct-20
2/26/2014		3 Oaks	3,780.00	51,876.38		7	45.00	540.00 instruction	Mar-21
				51,876.38					
									ytd a/c depr
								65.39	653.92
									405.79
									37.50
									201.25
									90.00
									1,388.46

North Lauderdale Elementary
Acct. 133-138-10-0000 - Audio Visual Materials
As of June 30, 2014

Date	Reference	Description	Amount	Balance	yrs depr	mthly depr	yrly depr	depr exp	ends
6/30/02	GJ-0060	Electric Image Media Systems Inv. #212257 (camcorder)	2,145.00	2,145.00	fully depr				
4/13/04	AP-0078	Premises Cabling Systems, Inc. Inv. #2514 (installation of media retrieval equipment)	4,350.00	6,495.00	fully depr				
9/9/11	AP-540	Xerox Audio document cameras	31,610.52	38,105.52	7	376.32	4,515.79	basic inst	Aug-18
10/10/2011	AP-551	Promethean	8,901.00	47,006.52	7	105.96	1,271.57	basic inst	Sep-18
3/22/2013		Xerox Audio document cameras	2,239.00	49,245.52	7	26.65	319.86	basic inst	Feb-20
				49,245.52					
9/16/2013		Xerox Audio document cameras	5355.28	54,600.80	7	63.75	765.04	basic inst	Oct-20
3/25/2014		Xerox Audio document cameras	7,090.56	61,691.36	7	84.41	1,012.94	basic inst	Apr-21
5/14/2014		Xerox Audio document cameras bulbs	2,613.00	64,304.36	3	72.58		basic inst	Jun-17
6/14/2014		Owl Video security cameras	5,167.00	69,471.36	7	61.51		plant	Jul-21
				69,471.36		657.10			
				69,471.36					

North Lauderdale Elementary
Acct. 133-138-20-0000 - Computer Software
As of June 30, 2014

Date	Reference	Description	Amount	Balance	yrs depr	mntly depr	yrly depr	depr exp	ends
10/08/01	AP-0003	Apple Computer Inc. Inv. #9202566145	798.00	798.00	fully depr				
06/30/03	GJ-0097	AJE 2	4,148.00	4,946.00	fully depr				
12/31/12		Istation	6,500.00	11,446.00	3	180.56	2,166.67	basic inst	Nov-15
05/24/13		Lexia	3,000.00	14,446.00	3	83.33	1,000.00	basic inst	Apr-16
				14,446.00					
				14,446.00					
12/16/13		Lightswitch	6,500.00	20,946.00	2	270.83	3,250.00	basic inst	Jan-16
				20,946.00		-	-		
				20,946.00					
				20,946.00					
				20,946.00					
				20,946.00					
				20,946.00		534.72			
				20,946.00					
				20,946.00					

8

3,967.94	media
222.21	principal
246.40	basic ins
3,499.33	

Fixed Asset Rollforward

Date 06/30/15

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE #5171

Update the Fixed Asset Type line items to agree to the prior year financial statements and account numbers. Update for any new asset types in the current year. Complete the Balance at the beginning of the year from the prior year financial statement footnote. Include any fixed asset additions and disposals for the current year. Compare the balance at the end of the year to the trial balance and explain any variances.

GL Account Number	Fixed Asset Type	Balance at Beginning of the year	Additions	Disposals	Balance at the End of the year	Balance per trial balance	Variance
Capital assets depreciated:							
137.132.00.0000	Leasehold improvements	17,994	7,134	-	25,128	25,128	0
	Buildings and fixed equipment	-	-	-	-	-	-
138.134.00.0000	Furniture, fixtures and equipment	51,876	-	-	51,876	51,876	(0)
138.138.10.0000	Audio visual materials	69,472	-	-	69,472	69,472	0
138.138.50.0000	Information technology equipment	244,027	-	-	244,027	244,027	(0)
133.138.20.0000	Computer software	20,946	-	-	20,946	20,946	-
	Total capital assets depreciated	404,315	7,134	-	411,449		
Less accumulated depreciation:							
139.132.10.0000	Leasehold improvements	9,762	1,402	-	11,164	11,164	(0)
	Buildings and fixed equipment	-	-	-	-	-	-
139.134.90.0000	Furniture, fixtures and equipment	37,990	2,441	-	40,431	40,431	0
139.138.80.0000	Audio visual materials	24,380	9,494	-	33,874	33,874	0
139.138.60.0000	Information technology equipment	54,010	47,286	-	101,296	101,296	(0)
139.138.90.0000	Computer software	10,905	6,416	-	17,321	17,321	0
	Total accumulated depreciation	137,047	67,039	-	204,086		
	Total governmental activities capital assets, net	267,268	(59,905)	-	207,363		

General Ledger

GL Trial Balance

Period Ending: 06/30/2015

FY15

GL Acct No		Beginning Balance	Debit	Credit	Ending Balance
137-132-00-0000	Leasehold Improvements	25,127.83	0.00	0.00	25,127.83
138-134-00-0000	Furniture, fixtures & equipment	51,876.38	0.00	0.00	51,876.38
138-138-10-0000	Audio visual materials	69,471.36	0.00	0.00	69,471.36
138-138-20-0000	Computer software	20,946.00	0.00	0.00	20,946.00
138-138-50-0000	IT Equipment	244,027.08	0.00	0.00	244,027.08
139-132-10-0000	A/D - Leasehold Improvements	(14,725.08)	4,075.00	514.24	(11,164.32)
139-134-90-0000	A/D - FF&E	(39,820.77)	0.00	610.09	(40,430.86)
139-138-60-0000	A/D - IT Equipment	(89,505.13)	0.00	11,791.22	(101,296.35)
139-138-80-0000	A/D - AV Materials/SW	(27,545.19)	0.00	6,328.58	(33,873.77)
139-138-90-0000	A/D - Computer Software	(15,716.80)	0.00	1,604.17	(17,320.97)
Report Total:		224,135.68	4,075.00	20,848.30	207,362.38

North Lauderdale Elementary

Acct. 137-132-00-0000 - Improvements other than building

As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mtlhy depr	yrly depr	depr exp	ends
10/19/2001	GJ-0132	AJE#5	1,600.00	1,600.00	15	8.89	106.68	plant	Sep-16
2/4/2004	AP-0058	MHI Cons #2/03/04 ins tile/fountain/jan closet	3,475.00	5,075.00	15	19.31	231.67	plant	Jan-19
8/30/2004	GJ-0117	AJE#7	8,600.00	13,675.00	15	47.78	573.33	plant	Jul-19
8/23/2013		Acom	4,318.56	17,993.56	10	35.99	431.86	plant	Aug-23
5/22/2015		Zoro ceiling tiles	2,434.75	20,428.31	10	20.29	243.48	plant	Jun-25
5/29/2015		ColUSA toilets/tile	4,699.52	25,127.83	10	39.16	469.95	plant	Jun-25
				25,127.83					
				25,127.83					
				25,127.83					
				25,127.83					
				25,127.83					
				25,127.83					
				25,127.83					

171.41 monthly depr exp - plant

North Lauderdale Elementary
Acct 138-134-00-0000 - Furniture, Fixture, & Equipment
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mthly depr	yrly depr	depr exp	ends
9/30/2001	GJ-0816	To recon due to/from acct	5,342.75	5,342.75	fully depr				
1/31/2001	AP-0003	Playmore Recreational Products Inv#259	3,791.50	9,134.25	fully depr				
10/31/2001	AP-0003	Playmore Recreational Products Inv#260	3,650.00	12,784.25	fully depr				
12/31/2001	AP-0005	Darathal Inv#10161	3,200.00	15,984.25	fully depr				
6/30/2002	GJ-0064	Rec CM #923075	(2,609.25)	13,375.00	fully depr				
6/30/2002	GJ-0132	AJE#5	1,718.52	15,093.52	fully depr				
6/30/2002	GJ-0132	AJE#5	780.48	15,874.00	fully depr				
6/30/2002	GJ-0132	AJE#5	977.08	16,851.08	fully depr				
6/30/2002	GJ-0132	AJE#5	2,679.59	19,530.67	fully depr				
6/30/2002	GJ-0132	AJE#5	2,014.44	21,545.11	fully depr				
6/30/2002	GJ-0132	AJE#5	1,686.98	23,232.09	fully depr				
3/12/2003	AP-0059	General Hotel & Restaurant Inv#67373	375.00	23,607.09	fully depr				
3/12/2003	AP-0061	General Hotel & Restaurant Inv#66816	11,186.86	34,793.95	fully depr				
6/30/2005	GJ-0120	AJE#6	2,451.00	37,244.95	7	29.18	350.14	plant	Jan-18
2/25/2011	JE-7705	Owl Video system	1,544.50	38,789.45	7	18.39	220.64	prncpal	Dec-18
1/20/2012	AP-574	Lifesafety	1,497.46	40,286.91	7	17.83	213.92	instruction	Jun-19
7/31/2012		SchoolOutfitter		40,286.91					
9/14/2013		Staples	4,869.48	45,156.39	7	57.97	695.64	instruction	Oct-20
10/10/2013		3 Oaks	525.00	45,681.39	7	6.25	75.00	instruction	Nov-20
9/24/2013		3 Oaks	2,415.00	48,096.39	7	28.75	345.00	instruction	Oct-20
2/26/2014		3 Oaks	3,780.00	51,876.39	7	45.00	540.00	instruction	Mar-21
				51,876.39					
				51,876.39					

North Lauderdale Elementary
Acct. 133-138-10-0000 - Audio Visual Materials
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mntly depr	yrly depr	depr exp	ends
6/30/02	GJ-0060	Electric Image Media Systems Inv. #212257 (camcorder)	2,145.00	2,145.00					
4/13/04	AP-0078	Premises Cabling Systems, Inc. Inv. #2514 (installation of media retrieval equipment)	4,350.00	6,495.00	fully depr				
9/9/11	AP-540	Xerox Audio document cameras	31,610.52	38,105.52	7	376.32	4,515.79	basic inst	Aug-18
10/10/2011	AP-551	Promethean	8,902.00	47,007.52	7	105.98	1,271.71	basic inst	Sep-18
3/22/2013		Xerox Audio document cameras	2,239.00	49,246.52	7	26.65	319.86	basic inst	Feb-20
				49,246.52					
9/16/2013		Xerox Audio document cameras	5,355.28	54,601.80	7	63.75	765.04	basic inst	Oct-20
3/25/2014		Xerox Audio document cameras	7,090.56	54,601.80	7	84.41	1,012.94	basic inst	Apr-21
5/14/2014		Xerox Audio document cameras bulbs	2,613.00	61,692.36	3	72.58	871.00	basic inst	Jun-17
6/14/2014		Owl Video security cameras	5,166.00	64,305.36	7	61.50	738.00	plant	Jul-21
				69,471.36					
				69,471.36					
				69,471.36					

North Lauderdale Elementary
Acct. 133-138-20-0000 - Computer Software
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mnthly depr	yrly depr	depr exp	ends
10/08/01	AP-0003	Apple Computer Inc. Inv. #9202566145	798.00	798.00	fully depr				
06/30/03	GJ-0097	AJE 2	4,148.00	4,946.00	fully depr				
12/31/12		Istation	6,500.00	11,446.00	3	180.56	2,166.67	basic inst	Nov-15
05/24/13		Lexia	3,000.00	14,446.00	3	83.33	1,000.00	basic inst	Apr-16
				14,446.00					
				14,446.00					
12/16/13		Lightswitch	6,500.00	20,946.00	2	270.83	3,250.00	basic inst	Jan-16
				20,946.00					
				20,946.00					

North Lauderdale Elementary
Acct. 133-138-500-0000 - IT Equipment
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mntly depr	yrly depr	depr exp	ends
09/15/09	AP-313	Dell	4,234.95	4,234.95	5	-	-	media	Aug-14
09/21/09	AP-316	CDW	1,214.53	5,449.48	5	-	-	media	Aug-14
05/27/11	AP-501	CDW 10 in computing	11,036.45	16,485.93	7	131.39	1,576.64	media	May-18
9/12/2011	AP-538	CDW	3,733.25	20,219.18	5	62.22	746.65	principal	Aug-16
1/5/2012	AP-574	CDW	7,289.90	27,509.08	5	121.50	1,457.98	principal	Dec-16
1/4/2012	AP-574	Apperson	845.00	28,354.08	5	14.08	169.00	principal	Dec-16
5/1/2012	AP-615	CDW	2,915.96	31,270.04	5	48.60	583.19	principal	Apr-17
7/20/2012		CDW	685.99	31,956.03	5	11.43	137.20	basic inst	Jun-17
8/14/2012		CDW	1,321.62	33,277.65	5	22.03	264.32	basic inst	Jul-17
8/30/2012		SCW	1,087.18	34,364.83	5	18.12	217.44	basic inst	Jul-17
8/30/2012		SCW	998.52	35,363.35	5	16.64	199.70	basic inst	Jul-17
9/18/2012		SCW	19,455.48	54,818.83	5	324.26	3,891.10	basic inst	Aug-17
9/18/2012		SCW	2,368.24	57,187.07	5	39.47	473.65	basic inst	Aug-17
9/18/2012		SCW	676.64	57,863.71	5	11.28	135.33	basic inst	Aug-17
9/25/2012		SCW	8,496.40	66,360.11	5	141.61	1,699.28	basic inst	Aug-17
8/29/2012		Ambit	5,973.60	72,333.71	5	99.56	1,194.72	basic inst	Aug-17
12/19/2012		SCW	1,550.94	73,884.65	5	25.85	310.19	basic inst	Nov-17
5/24/2013		Apple	11,639.00	85,523.65	5	193.98	2,327.80	basic inst	Apr-18
5/24/2013		SCW	17,575.36	103,099.01	5	292.92	3,515.07	basic inst	Apr-18
5/9/2013		SCW	1,796.80	104,895.81	5	29.95	359.36	basic inst	Apr-18
5/9/2013		SCW	22,977.60	127,873.41	5	382.96	4,595.52	basic inst	Apr-18
5/28/2013		SCW	5,871.06	133,744.47	5	97.85	1,174.21	basic inst	Apr-18
8/14/2013		SCW	5,366.30	139,110.77	5	89.44	1,073.26	basic inst	Sep-18
9/9/2013		SCW	2,617.36	141,728.13	5	43.62	523.47	basic inst	Oct-18
11/20/2013		SCW	17,575.36	159,303.49	5	292.92	3,515.07	basic inst	Dec-18
2/24/2014		SCW	33,063.00	192,366.49	5	551.05	6,612.60	basic inst	Mar-19
3/20/2014		SCW	2,656.75	195,023.24	5	44.28	531.35	basic inst	Apr-19
3/21/2014		SCW	12,499.09	207,522.33	5	208.32	2,499.82	basic inst	Apr-19
3/25/2014		SCW	33,707.40	241,229.73	5	561.79	6,741.48	basic inst	Apr-19
5/27/2014		SCW	2,797.35	244,027.08	5	46.62	559.47	basic inst	Jun-19
				3,923.74	monthly depreciation exp				

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IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE #5171

Fixed Asset Rollforward

Date 06/30/16

Update the Fixed Asset Type line items to agree to the prior year financial statements and account numbers. Update for any new asset types in the current year. Complete the Balance at the beginning of the year from the prior year financial statement footnote. Include any fixed asset additions and disposals for the current year. Compare the balance at the end of the year to the trial balance and explain any variances.

GL Account Number	Fixed Asset Type	Balance at Beginning of the year	Additions	Disposals	Balance at the End of the year	Balance per trial balance	Variance
Capital assets depreciated:							
137.132.00.0000	Leasehold improvements	25,128	23,545	-	48,673	48,673	-
	Buildings and fixed equipment	-	-	-	-	-	-
138.134.00.0000	Furniture, fixtures and equipment	51,876	1,605	-	53,481	53,481	0
138.138.10.0000	Audio visual materials	69,471	969	-	70,440	70,440	-
138.138.50.0000	Information technology equipment	244,027	7,981	-	252,008	252,008	0
133.138.20.0000	Computer software	20,946	2,066	-	23,012	23,012	-
	Total capital assets depreciated	411,449	36,166	-	447,614		
Less accumulated depreciation:							
139.132.10.0000	Leasehold improvements	11,164	4,162	-	15,327	15,327	-
	Buildings and fixed equipment	-	-	-	-	-	-
139.134.90.0000	Furniture, fixtures and equipment	40,431	2,440	-	42,871	42,871	-
139.138.80.0000	Audio visual materials	33,874	9,494	-	43,368	43,368	-
139.138.60.0000	Information technology equipment	101,296	47,085	-	148,381	148,381	-
139.138.90.0000	Computer software	17,321	4,065	-	21,386	21,386	-
	Total accumulated depreciation	204,086	67,247	-	271,333		
	Total governmental activities capital assets, net	207,362	(31,081)	-	176,281		

General Ledger

GL Trial Balance

Period Ending: 06/30/2016

FY16

GL Acct No		Beginning Balance	Debit	Credit	Ending Balance
137-132-00-0000	Leasehold Improvements	48,672.83	0.00	0.00	48,672.83
138-134-00-0000	Furniture, fixtures & equipment	51,876.38	1,605.00	0.00	53,481.38
138-138-10-0000	Audio visual materials	69,471.36	969.00	0.00	70,440.36
138-138-20-0000	Computer software	23,011.50	0.00	0.00	23,011.50
138-138-50-0000	IT Equipment	244,027.08	7,981.17	0.00	252,008.25
139-132-10-0000	A/D - Leasehold Improvements	(14,896.49)	0.00	430.12	(15,326.61)
139-134-90-0000	A/D - FF&E	(42,667.84)	0.00	203.36	(42,871.20)
139-138-60-0000	A/D - IT Equipment	(144,457.48)	0.00	3,923.74	(148,381.22)
139-138-80-0000	A/D - AV Materials/SW	(42,576.91)	0.00	791.19	(43,368.10)
139-138-90-0000	A/D - Computer Software	(21,328.58)	0.00	57.38	(21,385.96)
Report Total:		171,131.85	10,555.17	5,405.79	176,281.23

As of June 30, 2016

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North Lauderdale Elementary

53,481.39

North Lauderdale Elementary
Acct. 133-138-10-0000 - Audio Visual Materials
As of June 30, 2016

Date	Reference	Description	Amount	Balance	yrs depr	mthly depr	yrly depr	depr exp	ends
6/30/02	GJ-0060	Electric Image Media Systems Inv. #212257 (camcorder)	2,145.00	2,145.00	fully depr				
4/13/04	AP-0078	Premises Cabling Systems, Inc. Inv. #2514 (installation of media retrieval equipment)	4,350.00	6,495.00	fully depr				
9/9/11	AP-540	Xerox Audio document cameras	31,610.52	38,105.52	7	376.32	4,515.79	basic inst	Aug-18
10/10/2011	AP-551	Promethean	8,902.00	47,007.52	7	105.98	1,271.71	basic inst	Sep-18
3/22/2013	Xerox Audio	document cameras	2,239.00	49,246.52	7	26.65	319.86	basic inst	Feb-20
				49,246.52					
9/16/2013	Xerox Audio	document cameras	5,355.28	54,601.80	7	63.75	765.04	basic inst	Oct-20
3/25/2014	Xerox Audio	document cameras	7,090.56	54,601.80	7	84.41	1,012.94	basic inst	Apr-21
5/14/2014	Xerox Audio	document cameras bulbs	2,613.00	61,692.36	3	72.58	871.00	basic inst	Jun-17
6/14/2014	Owl Video	security camaras	5,166.00	64,305.36	7	61.50	738.00	plant	Jul-21
				69,471.36					
6/3/2016	E3Diagnostic	new hearing machine # IMG33068	969.00	70,440.36	7	11.54	138.43	principal	Jul-23

North Lauderdale Elementary
Acct. 133-138-20-0000 - Computer Software
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mnthly depr	yrly depr	depr exp	ends
10/08/01	AP-0003	Apple Computer Inc. Inv. #9202566145	798.00	798.00	fully depr				
06/30/03	GJ-0097	AJE 2	4,148.00	4,946.00	fully depr				
12/31/12		Istation	6,500.00	11,446.00	3	-	-	basic inst	Nov-15
05/24/13		Lexia	3,000.00	14,446.00	3	-	-	basic inst	Apr-16
				14,446.00					
12/16/13		Lightswitch	6,500.00	20,946.00	2	-	-	basic inst	Jan-16
				20,946.00					
09/18/15		Barcode software for fixed asset tracking	2,065.50	23,011.50	3	57.38	688.50	basic inst	Oct-18
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					

North Lauderdale Elementary
Acct. 133-138-500-0000 - IT Equipment
As of June 30, 2015

Date	Reference	Description	Amount	Balance	yrs depr	mtlthly depr	yrly depr	depr exp	ends
09/15/09	AP-313	Dell	4,234.95	4,234.95	5	-	-	media	Aug-14
09/21/09	AP-316	CDW	1,214.53	5,449.48	5	-	-	media	Aug-14
05/27/11	AP-501	CDW 10 in computing	11,036.45	16,485.93	7	131.39	1,576.64	media	May-18
9/12/2011	AP-538	CDW	3,733.25	20,219.18	5	62.22	746.65	principal	Aug-16
1/5/2012	AP-574	CDW	7,289.90	27,509.08	5	121.50	1,457.98	principal	Dec-16
1/4/2012	AP-574	Apperson	845.00	28,354.08	5	14.08	169.00	principal	Dec-16
5/1/2012	AP-615	CDW	2,915.96	31,270.04	5	48.60	583.19	principal	Apr-17
7/20/2012		CDW	685.99	31,956.03	5	11.43	137.20	basic inst	Jun-17
8/14/2012		CDW	1,321.62	33,277.65	5	22.03	264.32	basic inst	Jul-17
8/30/2012		SCW	1,087.18	34,364.83	5	18.12	217.44	basic inst	Jul-17
8/30/2012		SCW	998.52	35,363.35	5	16.64	199.70	basic inst	Jul-17
9/18/2012		SCW	19,455.48	54,818.83	5	324.26	3,891.10	basic inst	Aug-17
9/18/2012		SCW	2,368.24	57,187.07	5	39.47	473.65	basic inst	Aug-17
9/18/2012		SCW	676.64	57,863.71	5	11.28	135.33	basic inst	Aug-17
9/25/2012		SCW	8,496.40	66,360.11	5	141.61	1,699.28	basic inst	Aug-17
8/29/2012		Ambit	5,973.60	72,333.71	5	99.56	1,194.72	basic inst	Jul-17
12/19/2012		SCW	1,550.94	73,884.65	5	25.85	310.19	basic inst	Nov-17
5/24/2013		Apple	11,639.00	85,523.65	5	193.98	2,327.80	basic inst	Apr-18
5/24/2013		SCW	17,575.36	103,099.01	5	292.92	3,515.07	basic inst	Apr-18
5/9/2013		SCW	1,796.80	104,895.81	5	29.95	359.36	basic inst	Apr-18
5/9/2013		SCW	22,977.60	127,873.41	5	382.96	4,595.52	basic inst	Apr-18
5/28/2013		SCW	5,871.06	133,744.47	5	97.85	1,174.21	basic inst	Apr-18
8/14/2013		SCW	5,366.30	139,110.77	5	89.44	1,073.26	basic inst	Sep-18
9/9/2013		SCW	2,617.36	141,728.13	5	43.62	523.47	basic inst	Oct-18
11/20/2013		SCW	17,575.36	159,303.49	5	292.92	3,515.07	basic inst	Dec-18
2/24/2014		SCW	33,063.00	192,366.49	5	551.05	6,612.60	basic inst	Mar-19
3/20/2014		SCW	2,656.75	195,023.24	5	44.28	531.35	basic inst	Apr-19
3/21/2014		SCW	12,499.09	207,522.33	5	208.32	2,499.82	basic inst	Apr-19
3/25/2014		SCW	33,707.40	241,229.73	5	561.79	6,741.48	basic inst	Apr-19
5/27/2014		SCW	2,797.37	244,027.10	5	46.62	559.47	basic inst	Jun-19
6/8/2016		UDT	2,847.20	246,874.30	7	33.90	406.74	basic inst	Jul-23
6/20/2016		UDT	5,133.95	252,008.25	7	61.12	733.42	basic inst	Jul-23
						4,018.75	monthly depreciation exp		

Fixed Asset Rollforward

Date 06/30/17

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE #5171

Update the Fixed Asset Type line items to agree to the prior year financial statements and account numbers. Update for any new asset types in the current year. Complete the Balance at the beginning of the year from the prior year financial statement footnote. Include any fixed asset additions and disposals for the current year. Compare the balance at the end of the year to the trial balance and explain any variances.

GL Account Number	Fixed Asset Type	Balance at Beginning of the year	Additions	Disposals	Balance at the End of the year	Balance per trial balance	Variance
Capital assets depreciated:							
137.132.00.0000	Leasehold improvements	48,673	10,274	-	58,947	58,947	-
135.133.00.0000	Buildings and fixed equipment	-	3,430	-	3,430	3,430	-
138.134.00.0000	Furniture, fixtures and equipment	53,481	1,182	-	54,663	54,663	-
138.138.10.0000	Audio visual materials	70,440	-	-	70,440	70,440	-
138.138.50.0000	Information technology equipment	252,008	3,853	-	255,861	255,861	0
133.138.20.0000	Computer software	23,012	-	-	23,012	23,012	-
	Total capital assets depreciated	447,614	18,738	-	466,353		
Less accumulated depreciation:							
139.132.10.0000	Leasehold improvements	15,327	5,668	-	20,994	20,994	-
136.133.90.0000	Buildings and fixed equipment	-	449	-	449	449	-
139.134.90.0000	Furniture, fixtures and equipment	42,871	2,782	-	45,653	45,653	-
139.138.80.0000	Audio visual materials	43,368	9,633	-	53,001	53,001	-
139.138.60.0000	Information technology equipment	148,381	45,933	-	194,314	194,314	-
139.138.90.0000	Computer software	21,386	689	-	22,074	22,074	-
	Total accumulated depreciation	271,333	65,153	-	336,486		
	Total governmental activities capital assets, net	176,281	(46,415)	-	129,866		

General Ledger

GL Trial Balance

Period Ending: 06/30/2017

FY17

GL Acct No		Debit	Credit	Ending Balance
135-133-00-0000	Buildings & Fixed Equipment	0.00	0.00	3,430.00
136-133-90-0000	A/D - Bldgs & Equipment	0.00	40.83	(449.15)
137-132-00-0000	Leasehold Improvements	0.00	0.00	58,946.83
138-134-00-0000	Furniture, fixtures & equipment	0.00	0.00	54,663.15
138-138-10-0000	Audio visual materials	0.00	0.00	70,440.36
138-138-20-0000	Computer software	0.00	0.00	23,011.50
138-138-50-0000	IT Equipment	0.00	0.00	255,860.80
139-132-10-0000	A/D - Leasehold Improvements	0.00	535.59	(20,994.22)
139-134-90-0000	A/D - FF&E	0.00	236.54	(45,653.39)
139-138-60-0000	A/D - IT Equipment	0.00	3,804.46	(194,314.09)
139-138-80-0000	A/D - AV Materials/SW	0.00	802.73	(53,000.86)
139-138-90-0000	A/D - Computer Software	0.00	57.38	(22,074.49)
Report Total:		0.00	5,477.53	129,866.44

North Lauderdale Elementary

Acct. 137-132-00-0000 - Improvements other than building(Leasehold)
As of June 30, 2017

Date	Reference	Description	Amount	Balance	yrs depr	mtlly depr	yrly depr	depr exp	ends
10/19/2001	GJ-0132	AJE#5	1,600.00	1,600.00	15	-	-	plant	Sep-16
2/4/2004	AP-0058	MHI Cons #2/03/04 ins tile/fountain/jan closet	3,475.00	5,075.00	15	19.31	231.67	plant	Jan-19
8/30/2004	GJ-0117	AJE#7	8,600.00	13,675.00	15	47.78	573.33	plant	Jul-19
8/23/2013		Acorn	4,318.56	17,993.56	10	35.99	431.86	plant	Aug-23
5/22/2015		Zoro ceiling tiles	2,434.75	20,428.31	10	20.29	243.48	plant	Jun-25
5/29/2015		ColUSA toilets/tile	4,699.52	25,127.83	10	39.16	469.95	plant	Jun-25
7/1/2015		ColUSA Kitchen FRP installation	6,600.00	31,727.83	10	55.00	660.00	plant	Jul-25
8/20/2015		Farrell Elec bathroom hand dryers	7,500.00	39,227.83	5	125.00	1,500.00	plant	Sep-20
3/18/2016		Total Plumbing	1,300.00	40,527.83	10	10.83	130.00	plant	Apr-26
3/14/2016		Total Plumbing	3,250.00	43,777.83	10	27.08	325.00	plant	Apr-26
4/1/2016		Biscayne Air	4,895.00	48,672.83	10	40.79	489.50	plant	May-26
7/18/2016		ColUSA toilets installation	2,200.00	50,872.83	7	26.19	314.29	plant	Aug-21
8/29/2016		Owl Video Security	2,226.00	53,098.83	10	18.55	222.60	plant	Sep-26
5/22/2017		CapeBackFlow	5,848.00	58,946.83	7	69.62	6,427.10	plant	May-24
				535.59					

Attachments –Financial Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Financial Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Fixed Assets Report Reconciled with General Ledger	2 - 30
<input checked="" type="checkbox"/> Projected Five (5) Year Budget for 2017-2022	31-33
<input checked="" type="checkbox"/> Revenue Estimate Worksheet for 2016-2017	34
<input checked="" type="checkbox"/> Revenue Estimate Worksheet for 2017-2022	35 - 46

Financial Performance Documents Not Attached

- ☐ Fixed Assets Report for Bond Items – **On File in Charter Tools**
- ☐ Financial Corrective Action Plan – **Not Applicable to Imagine North Lauderdale**
- ☐ Evidence of Resolution of any Financial Debts **Not Applicable to Imagine North Lauderdale**
- ☐ Financial Corrective Action Plan, If Applicable - **Not Applicable to Imagine North Lauderdale**
- ☐ Evidence of Resolution of any Financial Debts, If Applicable - **Not Applicable to Imagine North Lauderdale**

North Lauderdale Elementary

Acct. 135-133-00-0000 - Building and fixed equipment

As of June 30, 2017

Date
7/22/2016

North Lauderdale Elementary
Acct 138-134-00-0000 - Furniture, Fixture, & Equipment
As of June 30, 2017

Date	Reference	Description	Amount	Balance	yrs depr	mntly depr	yrly depr	depr exp	ends
9/30/2001	GJ-0816	To recon due to/from acct	5,342.75	5,342.75	fully depr				
1/31/2001	AP-0003	Playmore Recreational Products Inv#259	3,791.50	9,134.25	fully depr				
10/31/2001	AP-0003	Playmore Recreational Products Inv#260	3,650.00	12,784.25	fully depr				
12/31/2001	AP-0005	Darathal Inv#10161	3,200.00	15,984.25	fully depr				
6/30/2002	GJ-0064	Rec CM #923075	(2,609.25)	13,375.00	fully depr				
6/30/2002	GJ-0132	AJE#5	1,718.52	15,093.52	fully depr				
6/30/2002	GJ-0132	AJE#5	780.48	15,874.00	fully depr				
6/30/2002	GJ-0132	AJE#5	977.08	16,851.08	fully depr				
6/30/2002	GJ-0132	AJE#5	2,679.59	19,530.67	fully depr				
6/30/2002	GJ-0132	AJE#5	2,014.44	21,545.11	fully depr				
6/30/2002	GJ-0132	AJE#5	1,686.98	23,232.09	fully depr				
3/12/2003	AP-0059	General Hotel & Restaurant Inv#67373	375.00	23,607.09	fully depr				
3/12/2003	AP-0061	General Hotel & Restaurant Inv#66816	11,186.86	34,793.95	fully depr				
6/30/2005	GJ-0120	AJE#6	2,451.00	37,244.95	7	29.18	350.14	plant	Jan-18
2/25/2011	JE-7705	Owl Video system	1,544.50	38,789.45	7	18.39	220.64	principal	Dec-18
1/20/2012	AP-574	Lifesafety	1,497.46	40,286.91	7	17.83	213.92	instruction	Jun-19
7/31/2012		SchoolOutfitter		40,286.91					
9/14/2013		Staples	4,869.48	45,156.39	7	57.97	695.64	instruction	Oct-20
10/10/2013		3 Oaks	525.00	45,681.39	7	6.25	75.00	instruction	Nov-20
9/24/2013		3 Oaks	2,415.00	48,096.39	7	28.75	345.00	instruction	Oct-20
2/26/2014		3 Oaks	3,780.00	51,876.39	7	45.00	540.00	instruction	Mar-21
6/10/2016		BlueHen fire/water proof file cabinet	1,605.00	53,481.39	7	19.11	229.29	principal	Jul-23
10/5/2016		ColUsa generator	1,181.77	54,663.16	7	14.07	168.82	plant	Nov-23

North Lauderdale Elementary
Acct. 133-138-10-0000 - Audio Visual Materials
As of June 30, 2017

Date	Reference	Description	Amount	Balance	yrs depr	mtlhy depr	yrly depr	depr exp	ends
6/30/02	GJ-0060	Electric Image Media Systems Inv. #212257 (camcorder)	2,145.00	2,145.00	fully depr				
4/13/04	AP-0078	Premises Cabling Systems, Inc. Inv. #2514 (installation of media retrieval equipment)	4,350.00	6,495.00	fully depr				
9/9/11	AP-540	Xerox Audio document cameras	31,610.52	38,105.52	7	376.32	4,515.79	basic inst	Aug-18
10/10/2011	AP-551	Promethean	8,902.00	47,007.52	7	105.98	1,271.71	basic inst	Sep-18
3/22/2013		Xerox Audio document cameras	2,239.00	49,246.52	7	26.65	319.86	basic inst	Feb-20
				49,246.52					
9/16/2013		Xerox Audio document cameras	5,355.28	54,601.80	7	63.75	765.04	basic inst	Oct-20
3/25/2014		Xerox Audio document cameras	7,090.56	54,601.80	7	84.41	1,012.94	basic inst	Apr-21
5/14/2014		Xerox Audio document cameras bulbs	2,613.00	61,692.36	3	72.58	871.00	basic inst	Jun-17
6/14/2014		Owl Video security camaras	5,166.00	64,305.36	7	61.50	738.00	plant	Jul-21
				69,471.36					
6/3/2016		E3Diagnostic new hearing machine # IMG33068	969.00	70,440.36	7	11.54	138.43	principal	Jul-23
						802.73			

North Lauderdale Elementary
Acct. 133-138-20-0000 - Computer Software
As of June 30, 2017

Date	Reference	Description	Amount	Balance	yrs depr	mntly depr	yrly depr	depr exp	ends
10/08/01	AP-0003	Apple Computer Inc. Inv. #9202566145	798.00	798.00	fully depr				
06/30/03	GJ-0097	AJE 2	4,148.00	4,946.00	fully depr				
12/31/12		Istation	6,500.00	11,446.00	3	-	-	basic inst	Nov-15
05/24/13		Lexia	3,000.00	14,446.00	3	-	-	basic inst	Apr-16
				14,446.00					
12/16/13		Lightswitch	6,500.00	20,946.00	2	-	-	basic inst	Jan-16
				20,946.00					
09/18/15		Barcode software for fixed asset tracking	2,065.50	23,011.50	3	57.38	688.50	basic inst	Oct-18
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					
				23,011.50					

North Lauderdale Elementary
Acct. 133-138-500-0000 - IT Equipment
As of June 30, 2017

Date	Reference	Description	Amount	Balance	Yrs depr	Mthly depr	Yrly depr	depr exp	ends
09/15/09	AP-313	Dell	4,234.95	4,234.95	5	-	-	media	Aug-14
09/21/09	AP-316	CDW	1,214.53	5,449.48	5	-	-	media	Aug-14
05/27/11	AP-501	CDW 10 in computing	11,036.45	16,485.93	7	131.39	1,576.64	media	May-18
9/12/2011	AP-538	CDW	3,733.25	20,219.18	5	-	-	principal	Aug-16
1/5/2012	AP-574	CDW	7,289.90	27,509.08	5	-	-	principal	Dec-16
1/4/2012	AP-574	Apperson	845.00	28,354.08	5	-	-	principal	Dec-16
5/1/2012	AP-615	CDW	2,915.96	31,270.04	5	-	-	principal	Apr-17
7/20/2012	CDW	CDW	685.99	31,956.03	5	11.43	137.20	basic inst	Jun-17
8/14/2012	CDW	CDW	1,321.62	33,277.65	5	22.03	264.32	basic inst	Jul-17
8/30/2012	SCW	SCW	1,087.18	34,364.83	5	18.12	217.44	basic inst	Jul-17
8/30/2012	SCW	SCW	998.52	35,363.35	5	16.64	199.70	basic inst	Jul-17
9/18/2012	SCW	SCW	19,455.48	54,818.83	5	324.26	3,891.10	basic inst	Aug-17
9/18/2012	SCW	SCW	2,368.24	57,187.07	5	39.47	473.65	basic inst	Aug-17
9/18/2012	SCW	SCW	676.64	57,863.71	5	11.28	135.33	basic inst	Aug-17
9/25/2012	SCW	SCW	8,496.40	66,360.11	5	141.61	1,699.28	basic inst	Aug-17
8/29/2012	Ambit	SCW	5,973.60	72,333.71	5	99.56	1,194.72	basic inst	Jul-17
12/19/2012	SCW	SCW	1,550.94	73,884.65	5	25.85	310.19	basic inst	Nov-17
5/24/2013	Apple	SCW	11,639.00	85,523.65	5	193.98	2,327.80	basic inst	Apr-18
5/24/2013	SCW	SCW	17,575.36	103,099.01	5	292.92	3,515.07	basic inst	Apr-18
5/9/2013	SCW	SCW	1,796.80	104,895.81	5	29.95	359.36	basic inst	Apr-18
5/9/2013	SCW	SCW	22,977.60	127,873.41	5	382.96	4,595.52	basic inst	Apr-18
5/28/2013	SCW	SCW	5,871.06	133,744.47	5	97.85	1,174.21	basic inst	Apr-18
8/14/2013	SCW	SCW	5,366.30	139,110.77	5	89.44	1,073.26	basic inst	Sep-18
9/9/2013	SCW	SCW	2,617.36	141,728.13	5	43.62	523.47	basic inst	Oct-18
11/20/2013	SCW	SCW	17,575.36	159,303.49	5	292.92	3,515.07	basic inst	Dec-18
2/24/2014	SCW	SCW	33,063.00	192,366.49	5	551.05	6,612.60	basic inst	Mar-19
3/20/2014	SCW	SCW	2,656.75	195,023.24	5	44.28	531.35	basic inst	Apr-19
3/21/2014	SCW	SCW	12,499.09	207,522.33	5	208.32	2,499.82	basic inst	Apr-19
3/25/2014	SCW	SCW	33,707.40	241,229.73	5	561.79	6,741.48	basic inst	Apr-19
5/27/2014	SCW	SCW	2,797.37	244,027.10	5	46.62	559.47	basic inst	Jun-19
6/8/2016	UDT	UDT	2,847.20	246,874.30	7	33.90	406.74	basic inst	Jul-23
6/20/2016	UDT	UDT	5,133.97	252,008.27	7	61.12	733.42	basic inst	Jul-23
7/11/2016	Premiere Cable	installation of fiber	3,852.55	255,860.82	10	32.10	385.26	Principal	Aug-26
						3,804.46	monthly depreciation exp		

Imagine Charter School at North Lauderdale #5171
Five Year Proforma: FYE 2018 - FYE 2023

REVENUES

	Projected 2017-2018	School year 2018-2019	Based on 622 students			
			School year 2019-2020	School year 2020-2021	School year 2021-2022	School year 2022-2023
Federal / State / Local Revenue:						
401-435-00-0701 FTE Generated Revenue	4,435,758	4,479,585	4,524,074	4,569,228	4,615,057	4,661,574
401-435-00-0712 Charter Capital Outlay Funding	141,542	141,542	141,542	141,542	141,542	141,542
401-435-00-0721 FL Teacher Lead Program	9,500	9,500	9,500	9,500	9,500	9,500
401-435-00-0741 Miscellaneous State Revenue 21st Century grant	205,836	205,836	0	0	0	0
402-405-05-0003 Title I	330,593	330,593	330,593	330,593	330,593	330,593
Total Federal / State / Local Revenue	5,123,229	5,167,056	5,005,709	5,050,863	5,096,692	5,143,209
Supplemental Revenue:						
403-450-00-0981 Other Local Revenues	40,000	40,000	40,000	40,000	40,000	40,000
403-450-40-0874 Local - Food Service Sales	0	0	0	0	0	0
Total Supplemental Revenue	40,000	40,000	40,000	40,000	40,000	40,000
Contributions from Imagine:						
495-450-00-0872 Contributions from Imagine - Special	377,840	404,549	377,492	417,495	458,653	500,961
Total Contributions from Imagine	377,840	404,549	377,492	417,495	458,653	500,961
Total Revenues	5,541,069	5,611,605	5,423,201	5,508,358	5,595,345	5,684,170

EXPENSES

Salaries and Benefits:						
501-405-05-1443 Title 1 Salary	281,661	285,886	290,174	294,527	298,945	303,429
501-511-61-1441 Teacher - Regular	1,479,715	1,501,911	1,524,439	1,547,306	1,570,516	1,594,073
501-511-61-1461 School Salaries-Kto6--Aides/Asst	18,000	18,270	18,544	18,822	19,105	19,391
501-511-61-1491 School Salaries-Kto6--Substitute	18,500	18,778	19,059	19,345	19,635	19,930
501-515-65-1441 School Salaries-Spec--Teacher	100,876	102,389	103,925	105,484	107,066	108,672
501-516-66-1441 School Salaries-ESOL--Teacher	19,080	19,366	19,657	19,952	20,251	20,555
501-516-69-1441 Teacher - 21st Century Grant salaries	186,220	189,013	0	0	0	0
501-520-44-1441 Teacher - Exceptional Student	96,001	97,441	98,903	100,386	101,892	103,420
501-612-82-1311 School Salaries-Counseling-	41,715	42,341	42,976	43,620	44,275	44,939
501-620-76-1281 School Salaries-Media Speci/Librarian	0	0	0	0	0	0
501-730-70-1331 School Salaries-Principal	299,564	304,057	308,618	313,248	317,946	322,716
501-760-40-1504 School Salaries-Food Service	26,415	26,811	27,213	27,622	28,036	28,456
502-405-05-2203 Title 1 Social Security	17,463	17,725	17,991	18,261	18,535	18,813
502-405-05-2213 Title 1 Medicare	4,084	4,145	4,208	4,271	4,335	4,400
502-405-05-2333 Title 1 Other Employee Benefits	47,882	48,601	49,330	50,070	50,821	51,583
502-511-61-2201 Kto6--Social Security	94,005	93,118	94,515	95,933	97,372	98,833
502-511-61-2211 Kto6--Medicare	21,985	22,315	22,650	22,989	23,334	23,684
502-511-61-2331 Kto6-Other Employee Benefits	333,567	338,571	343,649	348,804	354,036	359,347
502-515-65-2201 Sch PR Tax/Ben-Spec--Social Security	6,254	6,348	6,443	6,540	6,638	6,738
502-515-65-2211 Sch PR Tax/Ben-Spec--Medicare	1,463	1,485	1,507	1,530	1,552	1,576
502-515-65-2331 Sch PR Tax/Ben-Spec--Oth EE Ben	15,444	15,676	15,911	16,150	16,392	16,638
502-516-66-2201 Sch PR Tax/Ben-ESOL--Social Security	1,183	1,201	1,219	1,237	1,256	1,274
502-516-66-2211 Sch PR Tax/Ben-ESOL--Medicare	277	281	285	289	294	298
502-516-66-2331 Sch PR Tax/Ben-ESOL--Oth EE Ben	3,053	3,099	3,145	3,192	3,240	3,289
502-516-69-2201 21st Century-Social Security	11,546	11,719	0	0	0	0
502-516-69-2211 21st Century-Medicare	2,700	2,741	0	0	0	0
502-516-69-2331 21st Century-Other EE Benefits	7,449	7,561	0	0	0	0

502-520-44-2201 ESE--Social Security	5,952	6,041	6,132	6,224	6,317	6,412
502-520-44-2211 ESE--Medicare	1,392	1,413	1,434	1,456	1,477	1,500
502-520-44-2331 ESE-Other Employee Benefits	33,600	34,104	34,616	35,135	35,662	36,197
502-612-82-2201 Counseling--Social Security	2,586	2,625	2,665	2,704	2,745	2,786
502-612-82-2211 Counseling--Medicare	605	614	623	632	642	652
502-612-82-2331 Counseling-Other Employee Benefits	8,343	8,468	8,595	8,724	8,855	8,988
502-620-76-2201 Lib/Media--Social Security	0	0	0	0	0	0
502-620-76-2211 Lib/Media--Medicare	0	0	0	0	0	0
502-730-70-2201 Principal--Social Security	18,573	18,852	19,134	19,421	19,713	20,008
502-730-70-2211 Principal--Medicare	4,344	4,409	4,475	4,542	4,610	4,679
502-730-70-2331 Principal-Other Employee Benefits	98,856	100,339	101,844	103,372	104,922	106,496
502-760-40-2201 Food Service-Social Security	1,638	1,662	1,687	1,713	1,738	1,764
502-760-40-2211 Food Service-Medicare	383	389	395	401	407	413
502-760-40-2331 Food Service-Other EE Benefits	140	142	144	146	149	151
Total Salaries and Benefits	3,312,515	3,359,905	3,196,105	3,244,047	3,292,707	3,342,098

Facility Expenses (Rent):						
507-790-73-3631 Facility Use Fee	452,944	471,061	489,904	509,500	529,880	551,075
Total Facility Expenses (Rent)	452,944	471,061	489,904	509,500	529,880	551,075

Direct Educational:						
525-511-61-5101 Kto6--Supplies	29,100	29,100	28,054	28,054	28,054	28,054
525-511-61-5201 Kto6--Textbooks	14,000	14,000	14,000	14,000	14,000	14,000
525-520-44-5101 ESE--Supplies	3,000	3,000	3,000	3,000	3,000	3,000
525-620-76-5101 Lib/Media--Supplies	3,750	3,750	3,750	3,750	3,750	3,750
525-630-77-5101 Instructional Support/Material	8,000	8,000	8,000	8,000	8,000	8,000
525-730-70-5101 Principal--Supplies	6,000	6,000	6,000	6,000	6,000	6,000
525-770-87-5001 Cent Support--Material & Supplies	11,000	11,000	6,964	6,964	6,964	6,964
525-790-73-5101 Plant Ops--Supplies	14,500	14,500	14,500	14,500	14,500	14,500
525-912-93-5101 Enrichment--Supplies	2,000	2,000	800	800	800	800
526-511-61-6901 Kto6--Software	30,000	30,000	30,000	30,000	30,000	30,000
526-620-00-6901 Lib/Media--Computer Software	2,000	2,000	2,000	2,000	2,000	2,000
526-730-70-6901 Principal--Software	2,250	0	0	0	0	0
Total Direct Educational	125,600	123,350	117,068	117,068	117,068	117,068

Equipment Use Fee:						
523-511-61-6421 Kto6--NonCap FFE (Non-computer)	19,500	19,500	19,500	19,500	19,500	19,500
523-730-70-6421 Principal--NonCap FFE (Non-computer)	3,400	3,400	3,400	3,400	3,400	3,400
Total Equipment Use Fee	22,900	22,900	22,900	22,900	22,900	22,900

Facility Operating:						
505-790-73-4301 Plant Ops-Electricity	79,200	80,388	81,594	82,818	84,060	85,321
506-790-73-3811 Plant Ops--Water & Sewer	31,200	31,668	32,143	32,625	33,115	33,611
506-790-73-3831 Plant Ops--Waste	30,000	30,450	30,907	31,370	31,841	32,319
510-730-70-3511 Principal--Copier Maint Supplies	104,000	104,000	104,000	104,000	104,000	104,000
510-810-73-3501 School Ops--Repairs & Maint	70,000	70,000	70,000	70,000	70,000	70,000
506-790-73-3701 Plant Ops--Telecommunications	15,000	15,225	15,453	15,685	15,920	16,159
Total Facility Operating	329,400	331,731	334,097	336,498	338,936	341,410

Imagine Indirect Costs:						
511-730-70-3151 Indirect Cost - Imagine	549,276	554,535	559,874	565,292	570,792	576,374
Total Imagine Indirect Costs	549,276	554,535	559,874	565,292	570,792	576,374

Marketing and Enrollment:

519-730-00-3661 Advertising/Marketing Expense

10,000	10,000	10,000	10,000	10,000	10,000
10,000	10,000	10,000	10,000	10,000	10,000

Total Marketing and Enrollment

General and Administrative:

514-790-73-7101 IRB Debt Service

517-790-73-3211 Plant Ops.-Gen. Liab. Ins

521-710-88-3171 Board.-Audit Fees

521-730-70-7301 Principal.-Dues & Fees

521-730-70-3891 Principal.-PR Processing Fees

527-511-73-7801 Instruction-Depreciation Expense

527-620-73-7801 Lib/Media.-Depreciation

527-730-73-7801 Principal.-Depreciation

527-790-73-7801 Plant Ops.-Depreciation

530-730-70-3741 Principal.-Postage

530-730-70-7901 Principal.-Misc Exp

530-770-87-3981 Cent Support.-Fingerprinting

15,900	6,049	37	0	0	0
58,000	59,740	61,532	63,378	65,280	67,238
18,000	18,000	18,000	18,000	18,000	18,000
7,750	7,750	7,750	7,750	7,750	7,750
13,200	13,200	13,200	13,200	13,200	13,200
56,302	56,302	56,865	57,434	58,008	58,588
1,577	1,577	1,593	1,609	1,625	1,641
921	921	930	940	949	958
7,065	7,065	7,136	7,207	7,279	7,352
600	600	600	600	600	600
30,000	30,000	30,000	30,000	30,000	30,000
90	90	90	90	90	90
209,405	201,294	197,733	200,207	202,780	205,417

Total General and Administrative

School Services:

504-511-61-3311 Kto6.-Travel

504-780-00-3001 Transportation

518-520-44-3101 ESE-Prof & Tech Contr Services

518-526-50-3101 Speech-Prof & Tech Contr Services

518-730-70-3751 Principal-Courier

518-790-73-3401 Plant Ops.-Guard/Security Svcs

518-790-73-3521 Plant Ops.-Janitorial Exp

518-790-73-3951 Plant Ops.-Exterminating

522-760-40-5704 Food Service.-Food

504-730-70-3311 Principal.-Travel

1,200	1,200	700	700	700	700
284,600	288,869	246,007	249,697	253,442	257,244
19,250	19,539	19,832	20,129	20,431	20,738
52,000	52,780	53,572	54,375	55,191	56,019
0	0	0	0	0	0
34,000	34,510	35,028	35,553	36,086	36,628
130,000	131,950	133,929	135,938	137,977	140,047
2,580	2,580	2,580	2,580	2,580	2,580
0	0	0	0	0	0
5,400	5,400	3,873	3,873	3,873	3,873
529,030	536,828	495,520	502,845	510,281	517,828
5,541,069	5,611,605	5,423,200	5,508,358	5,595,344	5,684,170

Total School Services

Total Expenses

NET INCOME/(LOSS)

1	1	1	1	1	1
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CHARTER SCHOOLS IN BROWARD COUNTY
2016-17 CHARTER SCHOOL REVENUE
2016-17 Adjustment based on Final State FTE and Final FEFP Calculation

Date: October 17, 2017

Loc: 5171

School: Imagine Charter School at North Laud Elem

FEFP	Program	October Final UFTE	February Final UFTE	2016-17 Final UFTE	2016-17 Cost Factors	2016-17 Final WFTE
101	K-3 Basic	147.73	140.78	288.51	1.103	318.23
102	4-8 Basic	66.47	69.54	136.01	1.000	136.01
103	9-12 Basic	-	-	-	1.001	-
111	K-3 with ESE services	12.09	15.99	28.08	1.103	30.97
112	4-8 with ESE services	13.52	13.03	26.55	1.000	26.55
113	9-12 with ESE services	-	-	-	1.001	-
130	ESOL	68.54	67.49	136.03	1.194	162.42
254	ESE - Support Level 4	-	-	-	3.607	-
255	ESE - Support Level 5	-	-	-	5.376	-
300	Vocational (Gr. 9-12)	-	-	-	1.001	-
1.	Additional WFTE for 2015-16 AP exams with scores of 3 or higher					
2.	Totals			616.18		674.18

Based on DOE 2016-17 FEFP Final Calculation and 2016-17 Final October and February FTE Surveys

3.	District unweighted FTE:	269,610.47	Base Student Allocation:	\$4,160.71	
	District weighted FTE:	292,275.23	District Cost Differential:	1.0259	
	FEFP Revenue	District Allocation	Charter School WFTE Share	Charter School UFTE Share	Charter School Allocation
3.	Base Student Allocation				\$2,877,718.72
4.	Declining Enrollment	0			0.00
5.	Discretionary Local Effort (.748 Mills)	128,395,441	0.2307%		296,169.76
6.	Digital Classrooms Allocation	4,729,906		0.2501%	10,792.23
7.	Mill Compression (.748 Discretionary)	-		0.00	0.00
8.	Discretionary Lottery	-	4,696,612	0.2307%	10,833.67
9.	Supplemental Academic Instruction		54,505,659	202.16	124,364.79
10.	Reading Allocation	-		0.2307%	27,877.72
11.	Proration to Appropriation		(581,374)	0.2307%	(1,341.05)
12.	Lowest 300				0.00
13.	ESE Guaranteed Allocation				89,549.54
14.	Class Size Reduction	PK-3 WFTE:	486.96	1,355.72	660,181.41
	Class Size Reduction	4-8 WFTE:	187.22	924.74	173,129.82
	Class Size Reduction	9-12 WFTE:	-	926.96	0.00
15.	Transportation	2016-17 Documented Riders:	127.50		48,195.00
16.	Safe Schools		5,892,889	0.2282%	13,445.80
17.	Instructional Materials		20,537,868	0.2282%	46,861.25
18.	Additional Allocation		77,637	0.2307%	179.09
19.	Dual Enrollment	2016-17 UFTE:	0		0.00
20.	2016-17 Adjustment of class size operating categorical funds				0.00
21.	Subtotal FEFP Revenue				4,377,957.74
22.	District administrative fee calculated on total UFTE and at 5% of FEFP revenue, or 2% if charter school is high performing				(218,897.89)
23.	Return of District administrative fee generated by UFTE above 250		Revised District administrative fee: (\$88,956.85)		129,941.04
24.	Final 2016-17 Net Amount of Revenue to Charter School				4,289,000.89
25.	Less Current Year Net Revenue through June 30, 2017				(4,289,251.16)
26.	Adjusted Revenue Payment to Charter School				(\$250.27)

SEE NEXT PAGE FOR LINE BY LINE DESCRIPTIONS

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2017-18

School District: BROWARD

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,270,089
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 90,721
102 Basic 4-8	132.00	1.000	132.0000	\$ 569,349
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 94,892
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 679,596
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 277,066
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 2,981,713

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	15.00	PK-3	251	\$ 1,058	\$ 15,870
Guaranteed Allocation. Enter the	4.00	PK-3	252	\$ 3,418	\$ 13,672
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students	17.00	4-8	251	\$ 1,187	\$ 20,179
who do not have a matrix level	5.00	4-8	252	\$ 3,546	\$ 17,730
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from		9-12	251	\$ 845	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	41.00			Total from ESE Guarantee	\$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation	#####	Per Student	
divided by district FTE	272,510.56	\$ 202	\$ 125,644
(with eligible services)			

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,174,808

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	Allocation factors	
PK - 3	473.0550	1.0260	1,351.27	= 655,845
4-8	218.2360	1.0260	921.72	= 206,382
9-12	0.0000	1.0260	923.94	= 0
Total *	691.2910		Total Class Size Reduction Funds	\$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>691.2910</u>	by district's WFTE:	<u>296,721.23</u>		
to obtain school's WFTE share.				0.2330%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>622.00</u>	by district's UFTE:	<u>272,510.56</u>		
to obtain school's UFTE share.				0.2282%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>18,072,071</u>	x	0.2330%	\$ <u>42,108</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Reading Allocation		12,110,356			
Program Related Requirements:					
Safe Schools		5,961,715			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>138,928,266</u>	x	0.2330%	\$ <u>323,703</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.2282%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2330%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,706,348</u>	x	0.2330%	\$ <u>10,966</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,972,553</u>	x	0.2282%	\$ <u>47,859</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>142.00</u>	x	#####	\$ <u>54,244</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>4,738,628</u>	x	0.2282%	\$ <u>10,814</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>4,526,729</u>
				District Fee	\$ <u>90,971</u>
				Total Funding	\$ <u>4,435,758</u>

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2018-19

School District:

BROWARD

1. 2018-19 FEFP State and Local Funding

Base Student Allocation

\$4,267.01

District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,289,141
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 92,081
102 Basic 4-8	132.00	1.000	132.0000	\$ 577,890
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 96,315
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 689,790
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 281,222
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 3,026,439

2. ESE Guaranteed Allocation:

Additional Funding from the ESE
Guaranteed Allocation. Enter the
FTE from 111, 112, & 113 by
grade and matrix level. Students
who do not have a matrix level
should be considered 251. This
total should equal all FTE from
programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
15.00	PK-3	251	\$ 1,058	\$ 15,870
4.00	PK-3	252	\$ 3,418	\$ 13,672
	PK-3	253	\$ 6,974	\$ -
17.00	4-8	251	\$ 1,187	\$ 20,179
5.00	4-8	252	\$ 3,546	\$ 17,730
	4-8	253	\$ 7,102	\$ -
	9-12	251	\$ 845	\$ -
	9-12	252	\$ 3,204	\$ -
	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	41.00		Total from ESE Guarantee	\$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

272,510.56

Per Student

\$ 202 \$ 125,644

(with eligible services)

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,219,534

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	DCD	Allocation factors	
PK - 3	473.0550	1.0260	1,351.27	= 655,845
4-8	218.2360	1.0260	921.72	= 206,382
9-12	0.0000	1.0260	923.94	= 0
Total *	691.2910		Total Class Size Reduction Funds	\$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed									
in (d) above:		<u>691.2910</u>	by district's WFTE:		<u>296,721.23</u>				
to obtain school's WFTE share.					0.2330%				
6B. Divide school's Unweighted FTE (UFTE) total computed									
in (b) above:		<u>622.00</u>	by district's UFTE:		<u>272,510.56</u>				
to obtain school's UFTE share.					0.2282%				
Letters Refer to Notes At Bottom:									
7. Other FEFP (WFTE share)		(a)	<u>18,072,071</u>	x	0.2330%	\$	<u>42,108</u>		
Applicable to all Charter Schools:									
Declining Enrollment		0							
Reading Allocation		12,110,356							
Program Related Requirements:									
Safe Schools		5,961,715							
Lab School Discretionary		0							
8. Discretionary Local Effort (WFTE share)		(c)	<u>138,928,266</u>	x	0.2330%	\$	<u>323,703</u>		
9. Discretionary Millage Compression Allocation									
.748 mills (UFTE share)		(b)	<u>0</u>	x	0.2282%	\$	<u>-</u>		
10. Proration to Funds Available (WFTE share)		(a)	<u>0</u>	x	0.2330%	\$	<u>-</u>		
11. Discretionary Lottery (WFTE share)		(a)	<u>4,706,348</u>	x	0.2330%	\$	<u>10,966</u>		
12. Instructional Materials Allocation (UFTE share)		(b)	<u>20,972,553</u>	x	0.2282%	\$	<u>47,859</u>		
Dual Enrollment Instructional Materials Allocation (See footnote i below)									
ESE Applications Allocation:									
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.									
13. Student Transportation		(d)							
Enter All Riders		<u>142.00</u>	x	#####	\$	<u>54,244</u>			
Enter ESE Student Riders			x	#####	\$	<u>-</u>			
14. Digital Classrooms Allocation (UFTE share)		(e)	<u>4,738,628</u>	x	0.2282%	\$	<u>10,814</u>		
15. Florida Teachers Classroom Supply Assistance Program		(f)							
16. Food Service Allocation		(g)							
Total						\$	<u>4,571,455</u>		
District Fee						\$	<u>91,870</u>		
Total Funding						\$	<u>4,479,585</u>	\$ 7,202	Per student funding

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2019-20

School District: **BROWARD**

1. 2019-2020 FEFP State and Local Funding

Base Student Allocation \$4,331.02 District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,308,479
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 93,463
102 Basic 4-8	132.00	1.000	132.0000	\$ 586,559
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 97,760
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 700,138
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 285,441
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 3,071,840

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	15.00	PK-3	251	\$ 1,058 \$ 15,870
Guaranteed Allocation. Enter the	4.00	PK-3	252	\$ 3,418 \$ 13,672
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974 \$ -
grade and matrix level. Students	17.00	4-8	251	\$ 1,187 \$ 20,179
who do not have a matrix level	5.00	4-8	252	\$ 3,546 \$ 17,730
should be considered 251. This		4-8	253	\$ 7,102 \$ -
total should equal all FTE from		9-12	251	\$ 845 \$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	41.00		Total from ESE Guarantee	\$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation	#####	Per Student
divided by district FTE	272,510.56	\$ 202 \$ 125,644
(with eligible services)		

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,264,935

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	DCD	Allocation factors
PK - 3	473.0550	1.0260	1,351.27 = 655,845
4-8	218.2360	1.0260	921.72 = 206,382
9-12	0.0000	1.0260	923.94 = 0
Total *	691.2910		Total Class Size Reduction Funds \$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>691.2910</u>	by district's WFTE:	<u>296,721.23</u>		
to obtain school's WFTE share.				0.2330%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>622.00</u>	by district's UFTE:	<u>272,510.56</u>		
to obtain school's UFTE share.				0.2282%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>18,072,071</u>	x	0.2330%	\$ <u>42,108</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Reading Allocation		12,110,356			
Program Related Requirements:					
Safe Schools		5,961,715			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>138,928,266</u>	x	0.2330%	\$ <u>323,703</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.2282%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2330%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,706,348</u>	x	0.2330%	\$ <u>10,966</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,972,553</u>	x	0.2282%	\$ <u>47,859</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>142.00</u>	x	#####	\$ <u>54,244</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>4,738,628</u>	x	0.2282%	\$ <u>10,814</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>4,616,856</u>
				District Fee	\$ <u>92,782</u>
				Total Funding	\$ <u>4,524,074</u> \$ 7,273 Per student funding

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2020-21

School District:

BROWARD

1. 2020-2021 FEFP State and Local Funding

Base Student Allocation

\$4,395.99

District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,328,108
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 94,865
102 Basic 4-8	132.00	1.000	132.0000	\$ 595,358
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 99,226
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 710,641
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 289,723
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 3,117,921

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
Additional Funding from the ESE	15.00	PK-3	251	\$ 1,058 \$ 15,870
Guaranteed Allocation. Enter the	4.00	PK-3	252	\$ 3,418 \$ 13,672
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974 \$ -
grade and matrix level. Students	17.00	4-8	251	\$ 1,187 \$ 20,179
who do not have a matrix level	5.00	4-8	252	\$ 3,546 \$ 17,730
should be considered 251. This		4-8	253	\$ 7,102 \$ -
total should equal all FTE from		9-12	251	\$ 845 \$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	41.00			Total from ESE Guarantee \$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

272,510.56

Per Student

\$ 202 \$ 125,644

(with eligible services)

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,311,016

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	DCD	Allocation factors	
PK - 3	473.0550	1.0260	1,351.27	= 655,845
4-8	218.2360	1.0260	921.72	= 206,382
9-12	0.0000	1.0260	923.94	= 0
Total *	691.2910		Total Class Size Reduction Funds	\$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>691.2910</u>	by district's WFTE:	<u>296,721.23</u>		
to obtain school's WFTE share.				0.2330%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>622.00</u>	by district's UFTE:	<u>272,510.56</u>		
to obtain school's UFTE share.				0.2282%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>18,072,071</u>	x	0.2330%	\$ <u>42,108</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Reading Allocation		12,110,356			
Program Related Requirements:					
Safe Schools		5,961,715			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>138,928,266</u>	x	0.2330%	\$ <u>323,703</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.2282%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2330%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,706,348</u>	x	0.2330%	\$ <u>10,966</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,972,553</u>	x	0.2282%	\$ <u>47,859</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>142.00</u>	x	#####	\$ <u>54,244</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>4,738,628</u>	x	0.2282%	\$ <u>10,814</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>4,662,937</u>
				District Fee	\$ <u>93,709</u>
				Total Funding	\$ <u>4,569,228</u> \$ 7,346 Per student funding

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

ue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2021-22

School District:

BROWARD

1. 2021-2022 FEFP State and Local Funding

Base Student Allocation

\$4,461.93

District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,348,029
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 96,288
102 Basic 4-8	132.00	1.000	132.0000	\$ 604,288
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 100,715
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 721,300
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 294,069
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 3,164,689

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	15.00	PK-3	251	\$ 1,058	\$ 15,870
Guaranteed Allocation. Enter the	4.00	PK-3	252	\$ 3,418	\$ 13,672
FTE from 111, 112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students	17.00	4-8	251	\$ 1,187	\$ 20,179
who do not have a matrix level	5.00	4-8	252	\$ 3,546	\$ 17,730
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from		9-12	251	\$ 845	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	41.00			Total from ESE Guarantee	\$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation

#####

divided by district FTE

272,510.56

Per Student

\$ 202 \$ 125,644

(with eligible services)

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,357,784

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	X Allocation factors	
PK - 3	473.0550	1.0260	1,351.27	= 655,845
4-8	218.2360	1.0260	921.72	= 206,382
9-12	0.0000	1.0260	923.94	= 0
Total *	691.2910		Total Class Size Reduction Funds	\$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:		<u>691.2910</u>	by district's WFTE:	<u>296,721.23</u>	
to obtain school's WFTE share.					0.2330%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:		<u>622.00</u>	by district's UFTE:	<u>272,510.56</u>	
to obtain school's UFTE share.					0.2282%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>18,072,071</u>	x	0.2330%	\$ <u>42,108</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Reading Allocation		12,110,356			
Program Related Requirements:					
Safe Schools		5,961,715			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>138,928,266</u>	x	0.2330%	\$ <u>323,703</u>
9. Discretionary Millage Compression Allocation	(b)	<u>0</u>	x	0.2282%	\$ <u>-</u>
.748 mills (UFTE share)					
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2330%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,706,348</u>	x	0.2330%	\$ <u>10,966</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,972,553</u>	x	0.2282%	\$ <u>47,859</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>142.00</u>	x	#####	\$ <u>54,244</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>4,738,628</u>	x	0.2282%	\$ <u>10,814</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
Total				\$	<u>4,709,705</u>
District Fee				\$	<u>94,648</u>
Total Funding				\$	<u>4,615,057</u>
				\$ 7,420	Per student funding

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

ue Estimate Worksheet for Imagine at North Lauderdale

Based on the First Calculation of the FEFP 2022-23

School District:

BROWARD

1. 2021-2022 FEFP State and Local Funding

Base Student Allocation

\$4,528.86

District Cost Differential: 1.0260

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2017-18 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	266.00	1.107	294.4620	\$ 1,368,250
111 Basic K-3 with ESE Services	19.00	1.107	21.0330	\$ 97,732
102 Basic 4-8	132.00	1.000	132.0000	\$ 613,353
112 Basic 4-8 with ESE Services	22.00	1.000	22.0000	\$ 102,225
103 Basic 9-12		1.001	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.001	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	5.526	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$ -
130 ESOL (Grade Level PK-3)	130.00	1.212	157.5600	\$ 732,120
130 ESOL (Grade Level 4-8)	53.00	1.212	64.2360	\$ 298,480
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$ -
300 Career Education (Grades 9-12)		1.001	0.0000	\$ -
Totals	622.00		691.2910	\$ 3,212,160

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	15.00	PK-3	251	\$ 1,058	\$ 15,870
Guaranteed Allocation. Enter the	4.00	PK-3	252	\$ 3,418	\$ 13,672
FTE from 111,112, & 113 by		PK-3	253	\$ 6,974	\$ -
grade and matrix level. Students	17.00	4-8	251	\$ 1,187	\$ 20,179
who do not have a matrix level	5.00	4-8	252	\$ 3,546	\$ 17,730
should be considered 251. This		4-8	253	\$ 7,102	\$ -
total should equal all FTE from		9-12	251	\$ 845	\$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	41.00			Total from ESE Guarantee	\$ 67,451

3. Supplemental Academic Instruction:

District SAI Allocation

####

divided by district FTE

272,510.56

Per Student

\$ 202 \$ 125,644

(with eligible services)

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 3,405,255

5. Class size Reduction Funds:

	Weighted FTE (From Section 1) X	DCD	X Allocation factors	
PK - 3	473.0550	1.0260	1,351.27	= 655,845
4-8	218.2360	1.0260	921.72	= 206,382
9-12	0.0000	1.0260	923.94	= 0
Total *	691.2910		Total Class Size Reduction Funds	\$ 862,227

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>691.2910</u>	by district's WFTE:	<u>296,721.23</u>		
to obtain school's WFTE share.				0.2330%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>622.00</u>	by district's UFTE:	<u>272,510.56</u>		
to obtain school's UFTE share.				0.2282%	
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>18,072,071</u>	x	0.2330%	\$ <u>42,108</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Reading Allocation		12,110,356			
Program Related Requirements:					
Safe Schools		5,961,715			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>138,928,266</u>	x	0.2330%	\$ <u>323,703</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.2282%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.2330%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>4,706,348</u>	x	0.2330%	\$ <u>10,966</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,972,553</u>	x	0.2282%	\$ <u>47,859</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>142.00</u>	x	#####	\$ <u>54,244</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>4,738,628</u>	x	0.2282%	\$ <u>10,814</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
Total				\$	<u>4,757,176</u>
District Fee				\$	<u>95,602</u>
Total Funding				\$	<u>4,661,574</u>
				\$ 7,494	Per student funding

Attachments –Organizational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Student Enrollment Reports	1-26
<input checked="" type="checkbox"/> Discipline Reporting (Each Category, Prior 5 Years)	27-38
<input checked="" type="checkbox"/> Staffing Reports	39-51
<input checked="" type="checkbox"/> Certification Self-Audits	52-55
<input checked="" type="checkbox"/> Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.	56-65
<i>(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)</i>	
<input checked="" type="checkbox"/> Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S. (66)	
<input checked="" type="checkbox"/> Sample of School Newsletters Requesting Parental Involvement	67-78

Financial Performance Documents Not Attached

- ☐ **Copy of Registration Forms in Parent's Primary Language (English plus top 3) - On File in Charter Tools**
- ☐ **Comprehensive Emergency/Evacuation Plans - On File in Charter Tools**
- ☐ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**
- ☐ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**

Student Demographics - Race and Sex by Grade Level

School Year: 2017/2018

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
01		2	2	30	38	68	15	15	30	1	2	3	1			104
02	2		2	31	43	74	16	21	37	3		3		1		117
03	2		2	39	42	81	19	7	26	1	1	2	2	1	3	114
04	1	1	2	38	39	77	12	15	27					1	1	107
05				36	41	77	6	8	14	1		1			1	93
KG		2	2	34	29	63	12	12	24	1	2	3	3	2		97
Total	5	5	10	208	232	440	80	78	158	7	5	12	6	6	12	632

Student Demographics - Race and Sex by Grade Level

School Year: 2017/2018

IMAGINE CHART N.LAUD. ELEM - 5171

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			% of Grand
	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	
01		0%	0%	5%	6%	11%	2%	2%	5%	0%	0%	0%			0%	16%
02	0%		0%	5%	7%	12%	3%	3%	6%	0%		0%			0%	19%
03	0%		0%	6%	7%	13%	3%	1%	4%	0%	0%	0%	0%	0%	0%	18%
04	0%	0%	0%	6%	6%	12%	2%	2%	4%					0%	0%	17%
05				6%	6%	12%	1%	1%	2%	0%		0%		0%	0%	15%
KG		0%	0%	5%	5%	10%	2%	2%	4%	0%	0%	0%	0%	0%	1%	15%
% of Grand	1%	1%	2%	33%	37%	70%	13%	12%	25%	1%	1%	2%	1%	1%	2%	100%

Student Demographics - Race and Sex by Grade Level

School Year: 2017/2018

Criteria selected: All grade levels

	Female	Male	Total
01	47	57	104
02	52	65	117
03	63	51	114
04	51	56	107
05	43	50	93
KG	50	47	97
Total	306	326	632

	Female	Male	% of Grand
02	8%	10%	19%
03	10%	8%	18%
04	8%	9%	17%
05	7%	8%	15%
KG	8%	7%	15%
01	7%	9%	16%
% of Grand	48%	52%	100%

Student Demographics - Race and Sex by Grade Level

School Year: 2016/2017

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
01	1		1	35	34	69	12	20	32	3	1	4		1		107
02	3		3	38	43	81	26	8	34	1	2	3				121
03	1		1	30	47	77	10	17	27				1	2	3	108
04		1	1	33	43	76	11	6	17	2		2		1	1	97
05	1	1	2	34	24	58	10	11	21					3	2	5
KG		1	1	27	35	62	16	14	30	1	4	5		1		99
Total	6	3	9	197	226	423	85	76	161	7	7	14		5	6	11
																618

Student Demographics - Race and Sex by Grade Level

School Year: 2016/2017

IMAGINE CHART N.LAUD. ELEM - 5171

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			% of Grand
	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	
01	0%		0%	6%	6%	11%	2%	3%	5%	0%	0%	1%	0%		0%	17%
02	0%		0%	6%	7%	13%	4%	1%	6%	0%	0%	0%				20%
03	0%		0%	5%	8%	12%	2%	3%	4%			0%	0%	0%	0%	17%
04		0%	0%	5%	7%	12%	2%	1%	3%	0%		0%	0%	0%	0%	16%
05	0%	0%	0%	6%	4%	9%	2%	2%	3%				0%	0%	1%	14%
KG		0%	0%	4%	6%	10%	3%	2%	5%	0%	1%	1%	0%		0%	16%
% of Grand	1%	0%	1%	32%	37%	68%	14%	12%	26%	1%	1%	2%	1%	1%	2%	100%

SCL1025R1

Data Warehouse Report
November 04, 2016

5

Criteria selected: All grade levels

	Female	Male	Total
01	51	56	107
02	68	53	121
03	42	66	108
04	46	51	97
05	48	38	86
KG	45	54	99
Total	300	318	618

	Female	Male	% of Grand
02	11%	9%	20%
03	7%	11%	17%
04	7%	8%	16%
05	8%	6%	14%
KG	7%	9%	16%
01	8%	9%	17%
% of Grand	49%	51%	100%

6

Student Demographics - Race and Sex by Grade Level

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
01	3		3	36	45	81	24	8	32	1		1	1		1	118
02	1		1	39	52	91	16	13	29		1	1	1	1	2	124
03		1	1	46	51	97	12	8	20	1		1	1	2	3	122
04	1	1	2	38	28	66	9	11	20				1	2	3	91
05	1		1	33	32	65	10	5	15				3		3	84
KG	1		1	41	38	79	14	19	33	2	1	3	1	3	4	120
Total	7	2	9	233	246	479	85	64	149	4	2	6	8	8	16	659

Student Demographics - Race and Sex by Grade Level

School Year: 2015/2016

IMAGINE CHART N.LAUD. ELEM - 5171

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI			WHITE			% of Grand
	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	
01	0%		0%	5%	7%	12%	4%	1%	5%	0%		0%	0%		0%	18%
02	0%		0%	6%	8%	14%	2%	2%	4%	0%	0%	0%	0%		0%	19%
03		0%	0%	7%	8%	15%	2%	1%	3%	0%		0%	0%		0%	19%
04	0%	0%	0%	6%	4%	10%	1%	2%	3%				0%	0%	0%	14%
05	0%		0%	5%	5%	10%	2%	1%	2%				0%		0%	13%
KG	0%		0%	6%	6%	12%	2%	3%	5%	0%	0%	0%	0%		1%	18%
% of Grand	1%	0%	1%	35%	37%	73%	13%	10%	23%	1%	0%	1%	1%	1%	2%	100%

Student Demographics - Race and Sex by Grade Level

School Year: 2015/2016

Criteria selected: All grade levels

	Female	Male	Total
01	65	53	118
02	57	67	124
03	60	62	122
04	49	42	91
05	47	37	84
KG	59	61	120
Total	337	322	659

	Female	Male	% of Grand
02	9%	10%	19%
03	9%	9%	19%
04	7%	6%	14%
05	7%	6%	13%
KG	9%	9%	18%
01	10%	8%	18%
% of Grand	51%	49%	100%

Student Demographics - Race and Sex by Grade Level

School Year: 2014/2015

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI		WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	F	Total	F	M	Total	
01	1		1	35	40	75	13	10	23				1	1	100
02				45	42	87	9	5	14	2	2	3	3	6	109
03	1	1	2	35	32	67	7	12	19			7	2	9	97
04				36	30	66	10	7	17			4	1	5	88
05	1		1	22	17	39	6	5	11			1		1	52
KG	3		3	28	39	67	18	9	27			1	1	2	99
Total	6	1	7	201	200	401	63	48	111	2	2	16	8	24	545

Student Demographics - Race and Sex by Grade Level

School Year: 2014/2015

IMAGINE CHART N.LAUD. ELEM - 5171

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI		WHITE			% of Grand
	F	M	% of Grand	F	M	% of Grand	F	M	% of Grand	F	% of Grand	F	M	% of Grand	
01	0%		0%	6%	7%	14%	2%	2%	4%				0%	0%	18%
02				8%	8%	16%	2%	1%	3%	0%	0%	1%	1%	1%	20%
03	0%	0%	0%	6%	6%	12%	1%	2%	3%			1%	0%	2%	18%
04				7%	6%	12%	2%	1%	3%			1%	0%	1%	16%
05	0%		0%	4%	3%	7%	1%	1%	2%			0%		0%	10%
KG	1%		1%	5%	7%	12%	3%	2%	5%			0%	0%	0%	18%
% of Grand	1%	0%	1%	37%	37%	74%	12%	9%	20%	0%	0%	3%	1%	4%	100%

Criteria selected: All grade levels

	Female	Male	Total
01	49	51	100
02	59	50	109
03	50	47	97
04	50	38	88
05	30	22	52
KG	50	49	99
Total	288	257	545

	Female	Male	% of Grand
02	11%	9%	20%
03	9%	9%	18%
04	9%	7%	16%
05	6%	4%	10%
KG	9%	9%	18%
01	9%	9%	18%
% of Grand	53%	47%	100%

CHARTER SCHOOLS IN BROWARD COUNTY
2017-18 CHARTER SCHOOL REVENUE

Date: November 1, 2017

Loc: 5171

School: Imagine Charter School at N Laud Elem

FEFP	Program	October Prelim FTE	February Proj FTE	2017-18 Proj FTE	2017-18 Cost Factors	2017-18 Proj WFTE
101	K-3 Basic	152.94	151.88	304.82	1.107	337.44
102	4-8 Basic	77.28	76.89	154.17	1.000	154.17
103	9-12 Basic	-	-	-	1.001	-
111	K-3 with ESE services	18.00	19.53	37.53	1.107	41.55
112	4-8 with ESE services	11.00	10.94	21.94	1.000	21.94
113	9-12 with ESE services	-	-	-	1.001	-
130	ESOL	56.28	56.61	112.89	1.212	136.82
254	ESE - Support Level 4	-	-	-	3.619	-
255	ESE - Support Level 5	-	-	-	5.526	-
300	Vocational (Gr. 9-12)	-	-	-	1.001	-
1.	Additional WFTE for 2016-17 AP exams with scores of 3 or higher					
2.	Totals			631.35		691.92

Based on DOE 2017-18 FEFP 2nd Calc and 2017-18 Preliminary October FTE

3.	District unweighted FTE:	272,510.56	Base Student Allocation:	\$4,203.95
	District weighted FTE:	296,721.23	District Cost Differential:	1.0260
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SEE NEXT PAGE FOR LINE BY LINE DESCRIPTIONS

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2017-18 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2016-17 AP exams is based on Survey 5, 2016-17 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2016-17. Each score of 3 or higher earns .16 weighted FTE.
2. Based on preliminary 2017-18 October FTE Survey and projected February FTE based on program projection factors from DOE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The charter schools' portion of the District's Digital Classrooms Allocation. Funding is based on the percentage of the charter school's total UFTE to the District's total UWFTE, multiplied by the total allocation. Once the plan is submitted to the Charter Schools Management/Support Department and reviewed by the District, the Digital Classroom Allocation funds will be included in your charter school's monthly payment.
7. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
8. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
9. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE.
10. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Effective July 1, 2016, the charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
11. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
12. For charter schools in the Lowest 300, their portion of the District's additional funding for Lowest 300 schools. Funding is based on the percentage of the charter school's total UFTE to the total UFTE of the Lowest 300 schools in the District, multiplied by the total District allocation.
13. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
14. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
15. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the 2016-17 October and February FTE surveys, multiplied by the state's Transportation Base Funding Allocation per student. Will be updated to 2017-18 ridership after receipt of state October FTE survey reports.
16. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. The charter schools' portion of the District's additional allocation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
19. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
20. 2016-17 Final Class Size Operating Categorical Reallocation and Restoration.
21. The FEFP revenue generated by the charter school.
22. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
23. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
24. The total FEFP revenue (line 21) less the difference between lines 22 and 23.
25. The amount paid to the charter school prior to the date of this statement.
26. The Net Amount of Revenue (line 24) less the amount paid to the charter school prior to the date of this statement (line 25).
27. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
28. The Balance (line 26) divided by the remaining months in the fiscal year (line 27).
29. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
30. Venture Design Services provided to the charter school.
31. Miscellaneous payments or charges to the charter school.
32. Miscellaneous payments or charges to the charter school.
33. Miscellaneous payments or charges to the charter school.
34. Payment of the monthly capital outlay allocation from the state.
35. The Monthly Amount (line 28) plus Credits and Debits to Monthly Amount (lines 29-34).

Pursuant to 2016 Florida Statute, Section 1002.33(17)(E), payments will be distributed within 10 working days upon receipt of FEFP funds from FLDOE (by the 17th of the month).

(14)

CHARTER SCHOOLS IN BROWARD COUNTY
2016-17 CHARTER SCHOOL REVENUE

Date: November 1, 2016

Loc: 5171

School: Imagine Charter School at North Laud Elem

FEFP	Program	October Prelim FTE	February Proj FTE	2016-17 Proj FTE	2016-17 Cost Factors	2016-17 Proj WFTE
101	K-3 Basic	147.03	146.00	293.03	1.103	323.21
102	4-8 Basic	66.73	66.66	133.39	1.000	133.39
103	9-12 Basic	-	-	-	1.001	-
111	K-3 with ESE services	12.00	13.32	25.32	1.103	27.93
112	4-8 with ESE services	12.50	12.63	25.13	1.000	25.13
113	9-12 with ESE services	-	-	-	1.001	-
130	ESOL	68.68	70.52	139.20	1.194	166.20
254	ESE - Support Level 4	-	-	-	3.607	-
255	ESE - Support Level 5	-	-	-	5.376	-
300	Vocational (Gr. 9-12)	-	-	-	1.001	-
1.	Additional WFTE for 2014-15 AP exams with scores of 3 or higher					
2.	Totals			616.07		675.86

Based on DOE 2016-17 FEFP 2nd Calc and 2016-17 Preliminary October FTE

3.	District unweighted FTE:	270,511.90	Base Student Allocation:	\$4,160.71	
	District weighted FTE:	292,787.44	District Cost Differential:	1.0259	
	FEFP Revenue	District Allocation	Charter School WFTE Share	Charter School UFTE Share	Charter School Allocation
3.	Base Student Allocation				\$2,884,889.75
4.	Declining Enrollment	0			0.00
5.	Discretionary Local Effort (.748 Mills)	128,395,441	0.2308%		296,388.04
6.	Digital Classrooms Allocation	4,739,980		0.2498%	0.00
7.	Mill Compression (.748 Discretionary)	-		0.00	0.00
8.	Discretionary Lottery	-	0.2308%		0.00
9.	Supplemental Academic Instruction	54,817,014		202.64	124,840.42
10.	Reading Allocation	-	0.2308%		27,954.10
11.	Proration to Appropriation	(541,438)	0.2308%		(1,249.86)
12.	Lowest 300				0.00
13.	ESE Guaranteed Allocation				161,659.25
14.	Class Size Reduction	PK-3 WFTE: 490.12	1,355.72		664,465.49
	Class Size Reduction	4-8 WFTE: 185.74	924.74		171,761.21
	Class Size Reduction	9-12 WFTE: -	926.96		0.00
15.	Transportation	2015-16 Documented Riders: 156.00		371.00	57,876.00
16.	Safe Schools			0.2277%	13,430.89
17.	Instructional Materials			0.2277%	47,185.55
18.	Subtotal FEFP Revenue				4,449,200.84
19.	District administrative fee calculated on total UFTE and at 5% of FEFP revenue, or 2% if charter school is high performing				
20.	Return of District administrative fee generated by UFTE above 250		Revised District administrative fee: (\$90,273.85)		(222,460.04)
					132,186.19
21.	Net Amount of Revenue to Charter School				4,358,926.99
22.	Less Current Year Net Revenue to Date				(1,474,744.70)
23.	Balance				2,884,182.29
24.	Divided by Remaining Months in Fiscal Year				8
25.	Monthly Amount				360,522.79
	Credits and Debits to Monthly Amount:				
26.	Warehouse Requisitions and Invoicing for Services/Materials				0.00
27.	Venture Design Services				0.00
28.	2016 Summer ESY Program for Charter Schools				0.00
29.	2015-16 Adjustment based on Final State FTE and Final FEFP Calculation				1,281.72
30.	Miscellaneous				0.00
31.	Miscellaneous				0.00
32.	Monthly Payment to Charter School				\$361,804.51

SEE NEXT PAGE FOR LINE BY LINE DESCRIPTIONS

2016-17 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2015-16 AP exams is based on Survey 5, 2015-16 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2015-16. Each score of 3 or higher earns .16 weighted FTE.
2. Based on preliminary 2016-17 October FTE Survey and projected February FTE based on program projection factors from DOE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The charter schools' portion of the District's Digital Classrooms Allocation. Funding is based on the percentage of the charter school's total UFTE to the District's total UWFE, multiplied by the total allocation. Once the plan is submitted to the Charter Schools Management/Support Department and reviewed by the District, the Digital Classroom Allocation funds will be included in your charter school's monthly payment.
7. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
8. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
9. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE.
10. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Effective July 1, 2016, the charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
11. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
12. For charter schools in the Lowest 300, their portion of the District's additional funding for Lowest 300 schools. Funding is based on the percentage of the charter school's total UFTE to the total UFTE of the Lowest 300 schools in the District, multiplied by the total District allocation.
13. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
14. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
15. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the 2015-16 October and February FTE surveys, multiplied by the state's Transportation Base Funding Allocation per student. Will be updated to 2016-17 ridership after receipt of state October FTE survey reports.
16. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. The FEFP revenue generated by the charter school.
19. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
20. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
21. The total FEFP revenue (line 21) less the difference between lines 22 and 23.
22. The amount paid to the charter school prior to the date of this statement.
23. The Net Amount of Revenue (line 24) less the amount paid to the charter school prior to the date of this statement (line 25).
24. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
25. The Balance (line 26) divided by the remaining months in the fiscal year (line 27).
26. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
27. Venture Design Services provided to the charter school.
28. 2016 Summer ESY Program for Charter Schools.
29. 2015-16 Adjustment based on Final State FTE and Final FEFP Calculation.
30. Miscellaneous payments or charges to the charter school.
31. Miscellaneous payments or charges to the charter school.
32. The Monthly Amount (line 28) plus Credits and Debits to Monthly Amount (lines 29-34).

IMPORTANT INFORMATION REGARDING THE 2016-17 MONTHLY REVENUE PAYMENTS

Pursuant to 2016 Florida Statute, Section 1002.33(17)(E), and as previously communicated at the 2016-17 Principals Meetings, the charter schools' monthly revenue payments shall be issued no later than 10 working days after the district school board receives a distribution of state or federal funds. Therefore, starting with the 2016-17 January payment, the charter schools' monthly revenue payments will be processed upon receipt of the FEFP funds (i.e. the January payment will be processed no earlier than January 11th).

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CHARTER SCHOOLS IN BROWARD COUNTY
2014-15 CHARTER SCHOOL REVENUE

Date: November 1, 2014 Loc: 5171 School: Imagine Charter School at North Laud Elem

FEFP	Program	October Prelim FTE	February Proj FTE	2014-15 Proj UFTE	2014-15 Cost Factors	2014-15 Proj WFTE
101	K-3 Basic	142.20	140.10	282.30	1.126	317.87
102	4-8 Basic	49.96	49.80	99.76	1.000	99.76
103	9-12 Basic	-	-	-	1.004	-
111	K-3 with ESE services	14.00	15.33	29.33	1.126	33.03
112	4-8 with ESE services	8.00	8.04	16.04	1.000	16.04
113	9-12 with ESE services	-	-	-	1.004	-
130	ESOL	56.78	58.44	115.22	1.147	132.16
254	ESE - Support Level 4	-	-	-	3.548	-
255	ESE - Support Level 5	-	-	-	5.104	-
300	Vocational (Gr. 9-12)	-	-	-	1.004	-
1.	Additional WFTE for 2013-14 AP exams with scores of 3 or higher					-
2.	Totals			542.65		598.86

Based on DOE 2014-15 FEFP 2nd Calculation and 2014-15 Preliminary October FTE

3.	District unweighted FTE:	261,831.03	Base Student Allocation:	\$4,031.77
	District weighted FTE:	283,801.90	District Cost Differential:	1.0233
		</		

SEE REVERSE FOR LINE BY LINE DESCRIPTIONS

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2014-15 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2013-14 AP exams is based on Survey 5, 2013-14 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2013-14. Each score of 3 or higher earns .16 weighted FTE.
2. Based on preliminary 2014-15 October FTE Survey and projected February FTE based on program projection factors from DOE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The charter schools' portion of the District's Digital Classrooms Allocation for the charter schools that have submitted their Digital Learning Plan approved by their Governing Board. Funding is based on the percentage of the charter school's total UFTE to the District's total UWTE, multiplied by the total allocation.
7. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
8. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
9. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE. The District's total allocation of \$53,302,026 is reduced by \$6,226,006, which is the SAI allocation amount for the Lowest 300 schools.
10. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Funding will be based upon the number of students at the charter school who are Level 1 and 2 as determined by 2014 FCAT Reading scores. Charter schools participating in the District's Reading Plan receive \$50 per eligible student plus an additional 26.94% for fringe benefits.
11. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
12. For charter schools in the Lowest 300, their portion of the District's additional funding for Lowest 300 schools. Funding is based on the percentage of the charter school's total UFTE to the total UFTE of the Lowest 300 schools in the District, multiplied by the total allocation.
13. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
14. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
15. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the October and February FTE surveys, multiplied by the state's Transportation Base Funding Allocation per student.
16. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. Library Media Materials expenditures are restricted for purchasing library media materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
19. Science Lab Materials and Supplies expenditures are restricted for purchasing science lab materials and supplies. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
20. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
21. The FEFP revenue generated by the charter school.
22. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
23. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
24. The total FEFP revenue (line 21) less the difference between lines 22 and 23.
25. The amount paid to the charter school prior to the date of this statement.
26. The Net Amount of Revenue (line 24) less the amount paid to the charter school prior to the date of this statement (line 25).
27. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
28. The Balance (line 26) divided by the remaining months in the fiscal year (line 27).
29. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
30. 2013-14 Adjustment based on Final State FTE and Final FEFP Calculation.
31. Miscellaneous payments or charges to the charter school.
32. Venture Design Services.
33. Miscellaneous payments or charges to the charter school.
34. Payment of the monthly capital outlay allocation from the state. The current month's payment from the state is not received until the fourth Thursday of that month and is, therefore, allocated in the following monthly payment to the charter school.
35. The Monthly Amount (line 29) plus Credits and Debits to Monthly Amount (lines 29-34).

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CHARTER SCHOOLS IN BROWARD COUNTY
2014-15 CHARTER SCHOOL REVENUE

Date: November 1, 2014

Loc: 5171

School: Imagine Charter School at North Laud Elem

FEFP	Program	October Prelim FTE	February Proj FTE	2014-15 Proj UFTE	2014-15 Cost Factors	2014-15 Proj WFTE
101	K-3 Basic	142.20	140.10	282.30	1.126	317.87
102	4-8 Basic	49.96	49.80	99.76	1.000	99.76
103	9-12 Basic	-	-	-	1.004	-
111	K-3 with ESE services	14.00	15.33	29.33	1.126	33.03
112	4-8 with ESE services	8.00	8.04	16.04	1.000	16.04
113	9-12 with ESE services	-	-	-	1.004	-
130	ESOL	56.78	58.44	115.22	1.147	132.16
254	ESE - Support Level 4	-	-	-	3.548	-
255	ESE - Support Level 5	-	-	-	5.104	-
300	Vocational (Gr. 9-12)	-	-	-	1.004	-
1.	Additional WFTE for 2013-14 AP exams with scores of 3 or higher			-	-	-
2.	Totals			542.65		598.86

Based on DOE 2014-15 FEFP 2nd Calculation and 2014-15 Preliminary October FTE

3.	District unweighted FTE:	261,831.03	Base Student Allocation:	\$4,031.77	
	District weighted FTE:	283,801.90	District Cost Differential:	1.0233	
	FEFP Revenue	District Allocation	Charter School WFTE Share	Charter School UFTE Share	Charter School Allocation
3.	Base Student Allocation				\$2,470,722.83
4.	Declining Enrollment	0			0.00
5.	Discretionary Local Effort (.748 Mills)	110,253,826	0.2110%		232,646.60
6.	Digital Classrooms Allocation	2,367,673		0.2287%	4,907.00
7.	Mill Compression (.748 Discretionary)	-		0.00	0.00
8.	Discretionary Lottery	-	0.2110%		5,610.33
9.	Supplemental Academic Instruction	47,076,020		179.80	97,568.47
10.	Reading Allocation 2013 Level 1 and 2 students:	101.00			6,410.00
11.	Proration to Appropriation	(409,562)	0.2110%		(864.22)
12.	Lowest 300				0.00
13.	ESE Guaranteed Allocation				76,920.39
14.	Class Size Reduction PK-3 WFTE:	453.91	1,355.88		615,447.49
	Class Size Reduction 4-8 WFTE:	144.95	924.86		134,058.46
	Class Size Reduction 9-12 WFTE:	-	927.09		0.00
15.	Transportation 2013-14 Documented Riders:	112.00		351.00	39,312.00
16.	Safe Schools	6,109,616		0.2073%	12,662.18
17.	Instructional Materials	18,875,019		0.2073%	39,118.48
18.	Library Media	1,126,868		0.2073%	2,335.43
19.	Science Lab Materials and Supplies	308,011		0.2073%	638.35
20.	Dual Enrollment Instruc. Materials 2013-14 UFTE:	-		598.46	0.00
21.	Subtotal FEFP Revenue				3,737,493.79
22.	District administrative fee calculated on total UFTE and at 5% of FEFP revenue, or 2% if charter school is high performing				(186,874.69)
23.	Return of District administrative fee generated by UFTE above 250	Revised District administrative fee: (\$86,093.56)			100,781.13
24.	Net Amount of Revenue to Charter School				3,651,400.23
25.	Less Current Year Net Revenue to Date				(1,108,025.12)
26.	Balance				2,543,375.11
27.	Divided by Remaining Months in Fiscal Year				8
28.	Monthly Amount				317,921.89
	Credits and Debits to Monthly Amount:				
29.	Warehouse Requisitions and Invoicing for Services/Materials				0.00
30.	2013-14 Adjustment based on Final State FTE and Final FEFP Calculation				2,508.27
31.	Miscellaneous				0.00
32.	Venture Design Services				0.00
33.	Miscellaneous				0.00
34.	October Capital Outlay for eligible charter schools				15,076.00
35.	Monthly Payment to Charter School				\$335,506.16

SEE REVERSE FOR LINE BY LINE DESCRIPTIONS

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2014-15 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2013-14 AP exams is based on Survey 5, 2013-14 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2013-14. Each score of 3 or higher earns .16 weighted FTE.
2. Based on preliminary 2014-15 October FTE Survey and projected February FTE based on program projection factors from DOE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The charter schools' portion of the District's Digital Classrooms Allocation for the charter schools that have submitted their Digital Learning Plan approved by their Governing Board. Funding is based on the percentage of the charter school's total UFTE to the District's total UWFTE, multiplied by the total allocation.
7. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
8. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total District allocation.
9. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE. The District's total allocation of \$53,302,026 is reduced by \$6,226,006, which is the SAI allocation amount for the Lowest 300 schools.
10. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Funding will be based upon the number of students at the charter school who are Level 1 and 2 as determined by 2014 FCAT Reading scores. Charter schools participating in the District's Reading Plan receive \$50 per eligible student plus an additional 26.94% for fringe benefits.
11. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
12. For charter schools in the Lowest 300, their portion of the District's additional funding for Lowest 300 schools. Funding is based on the percentage of the charter school's total UFTE to the total UFTE of the Lowest 300 schools in the District, multiplied by the total allocation.
13. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
14. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
15. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the October and February FTE surveys, multiplied by the state's Transportation Base Funding Allocation per student.
16. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. Library Media Materials expenditures are restricted for purchasing library media materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
19. Science Lab Materials and Supplies expenditures are restricted for purchasing science lab materials and supplies. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
20. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
21. The FEFP revenue generated by the charter school.
22. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
23. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
24. The total FEFP revenue (line 21) less the difference between lines 22 and 23.
25. The amount paid to the charter school prior to the date of this statement.
26. The Net Amount of Revenue (line 24) less the amount paid to the charter school prior to the date of this statement (line 25).
27. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
28. The Balance (line 26) divided by the remaining months in the fiscal year (line 27).
29. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
30. 2013-14 Adjustment based on Final State FTE and Final FEFP Calculation.
31. Miscellaneous payments or charges to the charter school.
32. Venture Design Services.
33. Miscellaneous payments or charges to the charter school.
34. Payment of the monthly capital outlay allocation from the state. The current month's payment from the state is not received until the fourth Thursday of that month and is, therefore, allocated in the following monthly payment to the charter school.
35. The Monthly Amount (line 29) plus Credits and Debits to Monthly Amount (lines 29-34).

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CHARTER SCHOOLS IN BROWARD COUNTY
2013-14 CHARTER SCHOOL REVENUE
2013-14 Adjustment based on Final State FTE and Final FEFP Calculation

Date: November 1, 2014 Loc: 5171 School: Imagine Charter School at North Laud Elem

FEFP	Program	October FTE-Final	February FTE-Final	2013-14 Final UFTE	2013-14 Cost Factors	2013-14 Final WFTE
101	K-3 Basic	120.49	121.02	241.51	1.125	271.70
102	4-8 Basic	43.42	44.77	88.19	1.000	88.19
103	9-12 Basic	-	-	-	1.011	-
111	K-3 with ESE services	8.01	9.73	17.74	1.125	19.96
112	4-8 with ESE services	7.03	7.49	14.52	1.000	14.52
113	9-12 with ESE services	-	-	-	1.011	-
130	ESOL	51.34	50.12	101.46	1.145	116.17
254	ESE - Support Level 4	-	-	-	3.558	-
255	ESE - Support Level 5	-	-	-	5.089	-
300	Vocational (Gr. 9-12)	-	-	-	1.011	-
1.	Additional WFTE for 2012-13 AP exams with scores of 3 or higher					
2.	Totals			463.42		510.54

Based on DOE 2013-14 FEFP Final Calculation and 2013-14 Final October and February FTE Surveys

3.	District unweighted FTE:	260,740.59	Base Student Allocation:	\$3,752.30	
	District weighted FTE:	283,324.03	District Cost Differential:	1.0235	
	FEFP Revenue	District Allocation	Charter School WFTE Share	Charter School UFTE Share	Charter School Allocation
3.	Base Student Allocation				\$1,960,718.17
4.	Declining Enrollment	0			0.00
5.	Discretionary Local Effort (.748 Mills)	101,998,178	0.1802%		183,800.72
6.	Additional Allocation	967,279	0.1802%		1,743.04
7.	Mill Compression (.748 Discretionary)	-		0.00	0.00
8.	Discretionary Lottery	-		0.1777%	4,734.96
9.	Supplemental Academic Instruction	51,822,801		198.75	92,104.73
10.	Reading Allocation 2012 Level 1 and 2 students:	108.00			6,855.00
11.	Proration to Funds Available	(3,417,158)	0.1802%		(5,989.22)
12.	Lowest 100				0.00
13.	ESE Guaranteed Allocation				51,062.00
14.	Class Size Reduction PK-3 WFTE:	389.74	1,351.17		526,605.00
	Class Size Reduction 4-8 WFTE:	120.80	921.64		111,334.11
	Class Size Reduction 9-12 WFTE:	-	923.86		0.00
15.	Transportation 2013-14 Documented Riders:	112.00		351.00	39,312.00
16.	Safe Schools	6,143,029		0.1777%	10,918.01
17.	Instructional Materials	18,890,779		0.1777%	33,574.58
18.	Library Media	1,131,210		0.1777%	2,010.50
19.	Science Lab Materials and Supplies	309,197		0.1777%	549.54
20.	Dual Enrollment Instruc. Materials 2013-14 UFTE:	-		301.18	0.00
21.	Subtotal Projected FEFP Revenue				3,019,333.14
22.	District administrative fee calculated on total UFTE and at 5% of FEFP revenue, or 2% if charter school is high performing				(150,966.66)
23.	Return of District administrative fee generated by UFTE above 250		Revised District administrative fee: (\$81,441.60)		69,525.06
24.	Final 2013-14 Net Amount of Revenue to Charter School				2,937,891.54
25.	Less Current Year Net Revenue through June 30, 2014				(2,935,383.27)
26.	Adjusted Revenue Payment to Charter School				\$2,508.27

SEE REVERSE FOR LINE BY LINE DESCRIPTIONS

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2013-14 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2012-13 AP exams is based on Survey 5, 2012-13 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2012-13. Each score of 3 or higher earns .16 weighted FTE.
2. Based on DOE 2013-14 FEFP Final Calculation and 2013-14 Final October and February FTE Surveys
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The charter schools' portion of the District's Additional Allocation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
7. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
8. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total District allocation.
9. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE. The District's total allocation of \$53,067,950 is reduced by \$1,245,149, which is the SAI allocation amount for the Lowest 100 schools.
10. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Funding will be based upon the number of students at the charter school who are Level 1 and 2 as determined by 2013 FCAT Reading scores. Charter schools participating in the District's Reading Plan receive \$50 per eligible student plus an additional 26.94% for fringe benefits.
11. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
12. For charter schools in the Lowest 100, their portion of the District's additional funding for Lowest 100 schools. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
13. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
14. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
15. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the October FTE
16. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. Library Media Materials expenditures are restricted for purchasing library media materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
19. Science Lab Materials and Supplies expenditures are restricted for purchasing science lab materials and supplies. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
20. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
21. The FEFP revenue generated by the charter school.
22. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
23. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
24. The total FEFP revenue (line 22) less the difference between lines 23 and 24.
25. The amount paid to the charter school through June 30, 2014.
26. The Final 2013-14 Net Amount of Revenue (line 25) less the amount paid to the charter school through June 30, 2014 (line 26).

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CHARTER SCHOOLS IN BROWARD COUNTY
2013-14 CHARTER SCHOOL REVENUE

Date: November 1, 2013

Loc: 5171

School: Imagine Charter School at North Laud Elem

FEFP	Program	October Prelim FTE	February Proj FTE	2013-14 Proj UFTE	2013-14 Cost Factors	2013-14 Proj WFTE
101	K-3 Basic	118.97	118.14	237.11	1.125	266.75
102	4-8 Basic	43.21	43.15	86.36	1.000	86.36
103	9-12 Basic	-	-	-	1.011	-
111	K-3 with ESE services	8.00	8.10	16.10	1.125	18.11
112	4-8 with ESE services	7.00	7.03	14.03	1.000	14.03
113	9-12 with ESE services	-	-	-	1.011	-
130	ESOL	50.26	50.96	101.22	1.145	115.90
254	ESE - Support Level 4	-	-	-	3.558	-
255	ESE - Support Level 5	-	-	-	5.089	-
300	Vocational (Gr. 9-12)	-	-	-	1.011	-
1.	Additional WFTE	-	-	-	-	-
2.	Totals			454.82		501.15

Based on DOE 2013-14 FEFP Second Calculation and 2013-14 October FTE Survey

3.	District unweighted FTE:	257,637.67		Base Student Allocation:	\$3,752.30
	District weighted FTE:	280,213.62		District Cost Differential:	1.0235
				</	

SEE REVERSE FOR LINE BY LINE DESCRIPTIONS

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2013-14 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2012-13 AP exams is based on Survey 5, 2012-13 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2012-13. Each score of 3 or higher earns .16 weighted FTE.
2. Based on preliminary 2013-14 October FTE Survey and projected February FTE based on program projection factors from DOE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
7. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total District allocation.
8. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE. The District's total allocation of \$53,067,950 is reduced by \$1,245,149, which is the SAJ allocation amount for the Lowest 100 schools.
9. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Funding will be based upon the number of students at the charter school who are Level 1 and 2 as determined by 2013 FCAT Reading scores. Charter schools participating in the District's Reading Plan receive \$50 per eligible student plus an additional 26.94% for fringe benefits.
10. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
11. For charter schools in the Lowest 100, their portion of the District's additional funding for Lowest 100 schools. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
12. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
13. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
14. The Transportation Allocation is based on the previous year's number of documented riders who appear on the state transportation reports from the October and February FTE surveys, multiplied by the state's Transportation Base Funding Allocation per student. The Base Funding Allocation and the number of riders will be updated upon receipt of current year data.
15. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
16. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Library Media Materials expenditures are restricted for purchasing library media materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. Science Lab Materials and Supplies expenditures are restricted for purchasing science lab materials and supplies. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
19. For charter high schools with dually enrolled students, Dual Enrollment funding is for the purchase of instructional materials for their dual enrolled courses. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
20. Teacher Salary Allocation share to Charter Schools that submitted their 2013-14 Distribution Plan to the School District.
21. The FEFP revenue generated by the charter school.
22. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
23. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
24. The total FEFP revenue (line 20) less the difference between lines 21 and 22.
25. The amount paid to the charter school prior to the date of this statement.
26. The Net Amount of Revenue (line 23) less the amount paid to the charter school prior to the date of this statement (line 24).
27. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
28. The Balance (line 25) divided by the remaining months in the fiscal year (line 26).
29. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
30. Miscellaneous payments or charges to the charter school.
31. Miscellaneous payments or charges to the charter school.
32. Venture Design Contracted Services.
33. Miscellaneous payments or charges to the charter school.
34. Payment of the monthly capital outlay allocation from the state. The current month's payment from the state is not received until the fourth Thursday of that month and is, therefore, allocated in the following monthly payment to the charter school.
35. The Monthly Amount (line 27) plus Credits and Debits to Monthly Amount (lines 28-33).

(24)

CHARTER SCHOOLS IN BROWARD COUNTY
2012-13 CHARTER SCHOOL REVENUE

Date: November 1, 2012

Loc: 5171

School: Imagine Charter School at North Laud Elem

FEFP	Program	2012-13 UFTE Based on Day 20	2012-13 Cost Factors	2012-13 Proj WFTE
101	K-3 Basic	163.13	1.117	182.22
102	4-8 Basic	84.86	1.000	84.86
103	9-12 Basic	-	1.020	-
111	K-3 with ESE services	13.13	1.117	14.67
112	4-8 with ESE services	6.12	1.000	6.12
113	9-12 with ESE services	-	1.020	-
130	ESOL	74.76	1.167	87.24
254	ESE - Support Level 4	-	3.524	-
255	ESE - Support Level 5	-	5.044	-
300	Vocational (Gr. 9-12)	-	0.999	-
1.	Additional WFTE for 2010-11 AP exams with scores of 3 or higher			-
2.	Totals	342.00		375.11

Based on DOE 2012-13 FEFP Second Calculation and 2012-13 Twenty Day Count converted to UFTE

3.	District unweighted FTE:	261,099.63	Base Student Allocation:	\$3,582.98
	District weighted FTE:	284,817.93	District Cost Differential:	1.0238
FEFP Revenue	District Allocation	Charter School WFTE Share	Charter School UFTE Share	Charter School Allocation
3. Base Student Allocation				\$1,375,999.10
4. Declining Enrollment	0			0.00
5. Discretionary Local Effort (.748 Mills)	97,997,283	0.1317%		129,062.42
6. Mill Compression (.748 Discretionary)	0		0.00	0.00
7. Discretionary Lottery	0		0.1310%	0.00
8. Supplemental Academic Instruction	51,655,951		197.84	67,661.28
9. Reading Allocation 2012 Level 1 and 2 students: 73.00				4,633.00
10. Proration to Funds Available	(1,165,594)	0.1317%		(1,535.09)
11. Lowest 100	2,862,622		0.1310%	3,749.59
12. ESE Guaranteed Allocation				31,015.21
13. Class Size Reduction PK-3 WFTE: 278.03		1,352.74		376,102.30
Class Size Reduction 4-8 WFTE: 97.08		922.70		89,575.72
Class Size Reduction 9-12 WFTE: -		924.93		0.00
14. Transportation 2011-12 Documented Riders: 91.50			340.00	31,110.00
15. Safe Schools	6,003,813		0.1310%	7,863.79
16. Instructional Materials	18,846,915		0.1310%	24,685.69
17. Library Media	1,155,683		0.1310%	1,513.71
18. Science Lab Materials and Supplies	315,887		0.1310%	413.75
19. Dual Enrollment Instruc. Materials 2011-12 UFTE: -			255.76	0.00
20. Subtotal Projected FEFP Revenue				2,141,850.47
21. District administrative fee calculated on total UFTE and at 5% of FEFP revenue, or 2% if charter school is high performing				(107,092.52)
22. Return of District administrative fee generated by UFTE above 250			Revised District administrative fee: (\$78,284.01)	28,808.51
23. Net Amount of Revenue to Charter School				2,063,566.46
24. Less Current Year Net Revenue to Date				(678,748.63)
25. Balance				1,384,817.83
26. Divided by Remaining Months in Fiscal Year				8
27. Monthly Amount				173,102.23
Credits and Debits to Monthly Amount:				
28. Warehouse Requisitions and Invoicing for Services/Materials				0.00
29. Miscellaneous				0.00
30. Miscellaneous				0.00
31. Miscellaneous				0.00
32. Miscellaneous				0.00
33. October Capital Outlay for eligible charter schools				0.00
34. Estimated Monthly Payment to Charter School				\$173,102.23

SEE REVERSE FOR LINE BY LINE DESCRIPTIONS

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Attachments –Organizational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Student Enrollment Reports	1-26
<input checked="" type="checkbox"/> Discipline Reporting (Each Category, Prior 5 Years)	27-38
<input checked="" type="checkbox"/> Staffing Reports	39-51
<input checked="" type="checkbox"/> Certification Self-Audits	52-55
<input checked="" type="checkbox"/> Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.	56-65
<i>(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)</i>	
<input checked="" type="checkbox"/> Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S. (66)	
<input checked="" type="checkbox"/> Sample of School Newsletters Requesting Parental Involvement	67-78

Financial Performance Documents Not Attached

- ☐ **Copy of Registration Forms in Parent's Primary Language (English plus top 3) - On File in Charter Tools**
- ☐ **Comprehensive Emergency/Evacuation Plans - On File in Charter Tools**
- ☐ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**
- ☐ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**

2012-13 CHARTER SCHOOL REVENUE
LINE BY LINE DESCRIPTIONS AND EXPLANATIONS

1. The Additional WFTE for 2010-11 AP exams is based on Survey 5, 2010-11 and represents the FTE the charter school earned for Advanced Placement exams with a score of 3 or higher in 2010-11. Each score of 3 or higher earns .16 weighted FTE. Will be updated to 2011-12 exams after Survey 5, 11-12.
2. Based on 2012-13 Twenty Day Count, converted to unweighted FTE.
3. From the most recent DOE Florida Education Finance Program (FEFP) Calculation: Total District unweighted and weighted FTE, the State Base Student Allocation (BSA), and the District Cost Differential (DCD) for Broward County. The charter school's base FEFP funding is calculated by multiplying the BSA by the charter school's total WFTE. The product of that calculation is then multiplied by the DCD for Broward County.
4. The Declining Enrollment Supplement allocation is provided for charter schools with a decrease in unweighted FTE from the prior year. Funding is based on these schools' proportionate share of the total District allocation multiplied by the percentage of the total of all charter schools' WFTE divided by the District's total WFTE.
5. The charter schools' portion of the District's Discretionary Local Effort millage, which is based on .748 Mills. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
6. The Mill Compression brings the district's value of the Discretionary Local Effort amount per unweighted FTE (UFTE) to the state amount. Funding is based on the District's allocation divided by the District's UFTE to determine the amount per UFTE, which is then multiplied by the charter school's total UFTE.
7. Discretionary Lottery entitlements are prorated among the Florida school Districts. The charter school's funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total District allocation.
8. The Supplemental Academic Instruction allocation is provided for remedial instruction and other services to include modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills. The charter school's funding is based on the District's allocation divided by the District's UFTE to determine an amount per UFTE, which is then multiplied by the charter school's total UFTE. The District's total allocation of \$53,022,979 is reduced by \$1,367,028, which is the SAI allocation amount for the Lowest 100 schools.
9. The Reading Allocation is provided for a K-12 comprehensive, District-wide system of research based reading instruction. Funding will be based upon the number of students at the charter school who are Level 1 and 2 as determined by 2012 FCAT Reading scores. Charter schools participating in the District's Reading Plan receive \$50 per eligible student plus an additional 26.94% for fringe benefits.
10. The charter schools' portion of the District's reduction for the Proration for Revised Appropriation. Funding is based on the percentage of the charter school's total WFTE to the District's total WFTE, multiplied by the total allocation.
11. For charter schools in the Lowest 100, their portion of the District's additional funding for Lowest 100 schools. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
12. The ESE Guaranteed Allocation provides the weighted portion of funding for supplemental services for gifted students and students with low to moderate disabilities.
13. Class Size Reduction funding is to be used to meet or maintain the core curricula class size mandates of Amendment 9: 18 students in Grades PK-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. Funding amounts per WFTE for the three grade groupings are set by the State.
14. The Transportation Allocation is based on the number of documented riders who appear on the state transportation reports from the 2011-12 October and February FTE surveys, multiplied by the state's 2011-12 Transportation Base Funding Allocation per student. Will be updated to 2012-13 ridership after receipt of state October FTE survey reports.
15. Safe Schools activities are after school programs for middle schools, other improvements to enhance the learning environment, alternative programs for adjudicated youth, and other improvements to make the school a safe place to learn. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
16. Instructional Materials expenditures are restricted for purchasing instructional materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
17. Library Media Materials expenditures are restricted for purchasing library media materials. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
18. Science Lab Materials and Supplies expenditures are restricted for purchasing science lab materials and supplies. Funding is based on the percentage of the charter school's total UFTE to the District's total UFTE, multiplied by the total allocation.
19. For charter high schools with dually enrolled students, Dual Enrollment funding is for the purchase of instructional materials for their dual enrolled courses. Funding is based on the percentage of the charter school's dual enrolled UFTE to the District's total dual enrolled UFTE, multiplied by the total allocation.
20. The FEFP revenue generated by the charter school.
21. District administrative fee calculation based on 5% percent of the total FEFP revenue. If charter school high performance criteria is met as determined by the Florida Department of Education, the administrative fee is 2%.
22. Per Florida Statute 1002.33(20)(a), return of the District administrative fee generated by enrollment above 250.
23. The total FEFP revenue (line 20) less the difference between lines 21 and 22.
24. The amount paid to the charter school prior to the date of this statement.
25. The Net Amount of Revenue (line 23) less the amount paid to the charter school prior to the date of this statement (line 24).
26. The number of months remaining in the fiscal year for which the charter school has not yet been paid.
27. The Balance (line 25) divided by the remaining months in the fiscal year (line 26).
28. Any purchases made by the charter school through the Broward County Public Schools' warehouse.
29. Miscellaneous payments or charges to the charter school.
30. Miscellaneous payments or charges to the charter school.
31. Miscellaneous payments or charges to the charter school.
32. Miscellaneous payments or charges to the charter school.
33. Payment of the monthly capital outlay allocation from the state. The current month's payment from the state is not received until the fourth Thursday of that month and is, therefore, allocated in the following monthly payment to the charter school.
34. The Monthly Amount (line 27) plus Credits and Debits to Monthly Amount (lines 28-33).

26

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: 20 - PARENT CONFERENCE

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01		4					4		7	1				8	12
02		6	1				7		45				1	46	53
03		2					2		26	12				38	40
04		6	1				7		55	5				60	67
05									3	1				4	4
KG									4					4	4
		18	2				20		140	19			1	160	180

Action: 43 - TEMP REMOVAL FROM CLASSROOM

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std Tl
04									1					1	1
KG									2					2	2
									3					3	3

Action: A0 - ALTER TO SUSP PROG - 10 DAYS

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
04									1					1	1
									1					1	1

Action: B0 - BUS SUSPENSION - 10 DAYS

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
04									1					1	1
									1					1	1

Action: B1 - BUS SUSPENSION - 1 DAY

School Year: 2017

FEMALE							MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01									1					1	1
02		1					1		2					2	3
03		1					1		1					1	2
04									3	1				4	4
		2					2		7	1				8	10

Action: B2 - BUS SUSPENSION - 2 DAYS

School Year: 2017

FEMALE								MALE									
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std Tl		
02									2					2	2		
03									2					2	2		
04									3					3	3		
									7					7	7		

27

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: BX - BUS EXPULSION

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03									1					1	1
									1					1	1

Action: CL - CONSULTATION WITH LAW ENFORC

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01		1					1		1		1			2	3
02		1					1		4					4	5
03									4	3				7	7
04									2					2	2
05									1					1	1
KG									1					1	1
		2					2		13	4				17	19

Action: D1 - REFUSE AES - NO TRANSPORTATION

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
04									1					1	1
									1					1	1

Action: E1 - EXTERNAL SUSPENSION - 1 DAY

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01		1					1		5	1				6	7
02		2					2		25				1	26	28
03									10	8				18	18
04		4					4		25	3				28	32
05									2					2	2
KG									1					1	1
		7					7		68	12			1	81	88

Action: E2 - EXTERNAL SUSPENSION - 2 DAYS

School Year: 2017

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01		1					1								1
02		2	1				3		12					12	15
03									5	2				7	7
04		1	1				2		7					7	9
05										1				1	1
KG									1					1	1
		4	2				6		25	3				28	34

28

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: E3 - EXTERNAL SUSPENSION - 3 DAYS

School Year: 2017

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
01		1					1								1	
02									2					2	2	
03									1					1	1	
04									2					2	2	
05									1					1	1	
		<u>1</u>					<u>1</u>		<u>6</u>					<u>6</u>	<u>7</u>	

Action: E4 - EXTERNAL SUSPENSION - 4 DAYS

School Year: 2017

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
03									1					1	1	
04									3					3	3	
									<u>4</u>					<u>4</u>	<u>4</u>	

Action: E5 - EXTERNAL SUSPENSION - 5 DAYS

School Year: 2017

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
02									1					1	1	
03									2					2	2	
KG									1					1	1	
									<u>4</u>					<u>4</u>	<u>4</u>	

Action: E6 - EXTERNAL SUSPENSION - 6 DAYS

School Year: 2017

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
02									1					1	1	
03										1				1	1	
04									2					2	2	
									<u>3</u>	<u>1</u>				<u>4</u>	<u>4</u>	

Action: E7 - EXTERNAL SUSPENSION - 7 DAYS

School Year: 2017

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
04		1					1								1	
		<u>1</u>					<u>1</u>								<u>1</u>	

29

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: VW - VERBAL WARNING

School Year: 2017

----- F E M A L E -----							----- M A L E -----								
<u>GR</u>	<u>A</u>	<u>B</u>	<u>H</u>	<u>I</u>	<u>M</u>	<u>W</u>	<u>Total</u>	<u>A</u>	<u>B</u>	<u>H</u>	<u>I</u>	<u>M</u>	<u>W</u>	<u>Total</u>	<u>Std Tl</u>
01		1					1		2					2	3
02		2					2		4					4	6
03		2					2		6	1				7	9
04									13	2				15	15
KG									1					1	1
		<u>5</u>					<u>5</u>		<u>26</u>	<u>3</u>				<u>29</u>	<u>34</u>

School Total: 399

Female: A: B: 40 H: 4 I: M: W: Total: 44

Male: A: B: 310 H: 43 I: M: W: 2 Total: 355

Note: F - Female M - Male

A - Asian, B - Black, H - Hispanic, I - American Indian, M - Multi, W - White

30

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: 20 - PARENT CONFERENCE

School Year: 2016

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	Tl
01									19						19	19
02		1		1			2		7						7	9
03		2					2		31	3					34	36
04		4					4		1	2					3	7
KG		1					1		1				1		2	3
		8		1			9		59	5			1		65	74

Action: 43 - TEMP REMOVAL FROM CLASSROOM

School Year: 2016

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	Tl
02									1						1	1
03									4						4	4
04		3					3									3
		3					3		5						5	8

Action: B0 - BUS SUSPENSION - 10 DAYS

School Year: 2016

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	Tl
01									1						1	1
03									1						1	1
									2						2	2

Action: B1 - BUS SUSPENSION - 1 DAY

School Year: 2016

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	Tl
02									1						1	1
03									4						4	4
									5						5	5

Action: B2 - BUS SUSPENSION - 2 DAYS

School Year: 2016

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	Tl
01									2						2	2
02									1						1	1
03									4						4	4
04										1					1	1
									7	1					8	8

Action: B3 - BUS SUSPENSION - 3 DAYS

School Year: 2016

FEMALE								MALE								
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31

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: B3 - BUS SUSPENSION - 3 DAYS

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									3							3	3
03									2							2	2
									5							5	5

Action: B5 - BUS SUSPENSION - 5 DAYS

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									1							1	1
									1							1	1

Action: BX - BUS EXPULSION

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
03									1							1	1
									1							1	1

Action: CL - CONSULTATION WITH LAW ENFORC

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									2							2	2
02				1			1		2							2	3
03		2					2		4	1						5	7
04		2					2		1							1	3
KG		1					1										1
		5	1				6		9	1						10	16

Action: D6 - REFUSE AES -SCH DIDN'T OFFER

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
04									1							1	1
									1							1	1

Action: E1 - EXTERNAL SUSPENSION - 1 DAY

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									1							1	1
02				1			1		1							1	2
03									3							3	3
04		2					2										2
KG													1			1	1
		2	1				3		5				1			6	9

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: E2 - EXTERNAL SUSPENSION - 2 DAYS

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total			
01									2							2	2
02									3							3	3
03		1					1		8	1						9	10
KG		1					1		1							1	2
		2					2		14	1						15	17

Action: E3 - EXTERNAL SUSPENSION - 3 DAYS

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total			
01									1							1	1
02		1					1										1
03		1					1		1	1						2	3
04		2					2		1							1	3
		4					4		3	1						4	8

Action: E5 - EXTERNAL SUSPENSION - 5 DAYS

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total			
01									1							1	1
02									1							1	1
03									1							1	1
									3							3	3

Action: VW - VERBAL WARNING

School Year: 2016

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total			
01									9							9	9
02									3							3	3
03									12	1						13	13
04										1						1	1
									24	2						26	26

School Total: 184

Female: A: B: 24 H: 3 I: M: W: Total: 27
 Male: A: B: 144 H: 11 I: M: W: 2 Total: 157

Note: F - Female M - Male

A - Asian, B - Black, H - Hispanic, I - American Indian, M - Multi, W - White

33

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: 20 - PARENT CONFERENCE

School Year: 2015

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01		2					2		6					6		8	
02		3					3	15		2			4	21		24	
03		1				4	5	8		2				10		15	
04								10		2			2	14		14	
05								2						2		2	
KG								10		1				11		11	
		6				4	10	51		7			6	64		74	

Action: 43 - TEMP REMOVAL FROM CLASSROOM

School Year: 2015

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									3					3		3	
02		3					3	6		2			4	12		15	
03		1				1	2	7		1				8		10	
04								5		2				7		7	
05								1						1		1	
KG								3						3		3	
		4				1	5	25		5			4	34		39	

Action: B0 - BUS SUSPENSION - 10 DAYS

School Year: 2015

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
03										1				1		1	
										1				1		1	

Action: B1 - BUS SUSPENSION - 1 DAY

School Year: 2015

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
01									2					2		2	
02									3					3		3	
05									1					1		1	
									6					6		6	

Action: B2 - BUS SUSPENSION - 2 DAYS

School Year: 2015

FEMALE								MALE								Total	StdT TI
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI		
04									1					1		1	
									1					1		1	

Action: D1 - REFUSE AES - NO TRANSPORTATION

School Year: 2015

FEMALE								MALE									
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Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: D1 - REFUSE AES - NO TRANSPORTATION

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03									2					2	2
									2					2	2

Action: E1 - EXTERNAL SUSPENSION - 1 DAY

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
02		1					1		3	2			1	6	7
03		1					1		2	1				3	4
04									2					2	2
KG									2					2	2
		2					2		9	3			1	13	15

Action: E2 - EXTERNAL SUSPENSION - 2 DAYS

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01									2					2	2
02		2					2		1				3	4	6
03						1	1		4					4	5
04									4	1				5	5
05									1					1	1
KG									1					1	1
		2				1	3		13	1			3	17	20

Action: E3 - EXTERNAL SUSPENSION - 3 DAYS

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01									1					1	1
03									1					1	1
									2					2	2

Action: E4 - EXTERNAL SUSPENSION - 4 DAYS

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03									1					1	1
									1					1	1

Action: E5 - EXTERNAL SUSPENSION - 5 DAYS

School Year: 2015

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
04										1				1	1
										1				1	1

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: VW - VERBAL WARNING

School Year: 2015

----- FEMALE -----							----- MALE -----								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std Tl
01		2					2		3					3	5
02									11					11	11
03						3	3		1	1				2	5
04									4				2	6	6
05									1					1	1
KG									7	1				8	8
		<u>2</u>				<u>3</u>	<u>5</u>		<u>27</u>	<u>2</u>			<u>2</u>	<u>31</u>	<u>36</u>

School Total: 198

Female: A: B: 16 H: I: M: W: 9 Total: 25

Male: A: B: 137 H: 20 I: M: W: 16 Total: 173

Note: F - Female M - Male

A - Asian, B - Black, H - Hispanic, I - American Indian, M - Multi, W - White

Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: 20 - PARENT CONFERENCE

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
01									2					2	2	
02		1					1		1					1	2	
03		4					4		2					2	6	
KG									3					3	3	
		<u>5</u>					<u>5</u>		<u>8</u>					<u>8</u>	<u>13</u>	

Action: 43 - TEMP REMOVAL FROM CLASSROOM

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
01									2					2	2	
02									1					1	1	
03		4					4		2					2	6	
KG									3					3	3	
		<u>4</u>					<u>4</u>		<u>8</u>					<u>8</u>	<u>12</u>	

Action: DB - REFUSED FAPE AT AES -ESE STUD

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
03		1					1								1	
		<u>1</u>					<u>1</u>								<u>1</u>	

Action: E1 - EXTERNAL SUSPENSION - 1 DAY

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
02									1					1	1	
03									1					1	1	
KG									1					1	1	
									<u>3</u>					<u>3</u>	<u>3</u>	

Action: E2 - EXTERNAL SUSPENSION - 2 DAYS

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
03									1					1	1	
									<u>1</u>					<u>1</u>	<u>1</u>	

Action: E3 - EXTERNAL SUSPENSION - 3 DAYS

School Year: 2014

FEMALE								MALE								
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	Std	TI
KG									1					1	1	
									<u>1</u>					<u>1</u>	<u>1</u>	

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Discipline Action Summary

Selected Schools: Curr Schl = 5171 & Ev Schl = 5171

Sort: Event School, Action, Schl Yr, Grade

Event School: IMAGINE CHART N.LAUD. ELEM - 5171

Action: E5 - EXTERNAL SUSPENSION - 5 DAYS

School Year: 2014

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03		1					1								1
		1					1								1

Action: E6 - EXTERNAL SUSPENSION - 6 DAYS

School Year: 2014

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
KG									1					1	1
									1					1	1

Action: I1 - INTERNAL SUSPENSION - 1 DAY

School Year: 2014

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03		1					1								1
		1					1								1

Action: I2 - INTERNAL SUSPENSION - 2 DAYS

School Year: 2014

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
01									2					2	2
									2					2	2

Action: IS - INTERNAL SUSPENSION (< 1 DAY)

School Year: 2014

FEMALE								MALE							
GR	A	B	H	I	M	W	Total	A	B	H	I	M	W	Total	StdT TI
03		1					1								1
		1					1								1

School Total: 37

Female: A: B: 13 H: I: M: W: Total: 13

Male: A: B: 24 H: I: M: W: Total: 24

Note: F - Female M - Male

A - Asian, B - Black, H - Hispanic, I - American Indian, M - Multi, W - White

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Imagine North Lauderdale Staffing Report, 2017-2018		
Last Name	First Name	Description - Job Code Info
Alarcon	Ana	Elem Teacher Salary
Allen	Stephanie	Elem Teacher Salary
Angulo	Sandra	Cafeteria Hourly
Arnold	Jennifer	ESE Specialist
Ashwood	Caroline	Elem Teacher Salary
Atwaroo	Corissa	Elem Teacher Salary
Bailey	Sharon	Academic Coach
Basit	Attia	Elem Teacher Salary
Bennett	Tiffany	Elem Teacher Salary
Bonilla	Arlene	Para Pro PT
Bordelon	Jacqueline	Elem Teacher Salary
Brooks	Jennifer	Elem Teacher Salary
Bruce-Owens	Abbiegale	Elem Teacher Salary
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Burns	Kathleen	Elem Teacher Salary
Bynes	Herbert	Behavior Mnagement Specialist
Calleja	Odalys	Elem Teacher Salary
Campbell	Jaclyn	Elem Teacher Salary
Campbell	Joycinth	Teacher aide hourly
Ceneas	Kassandra	Sub Hourly
Cherisme	Stephanie	Elem Teacher Salary
Clarkson-Reece	Natalie	Cafeteria Hourly
Donis Espada	Celiann	Elem Teacher Salary
Dorsey	Rodney	Elem Teacher Salary
Ellis	Shanterra	Cafeteria Hourly
Florida	Darryl	Sub Hourly
Gabriel	Jennie	ESOL Support
Gardenhire	Paula	Sub Daily
Gayle-Davis	Marion	Sub Hourly
Grant	Jacqueline	Sub Hourly
Harrilal	Shalom	Elem Teacher Salary
Heffron	Amie	Elem Teacher Salary
Hicks	Shari	Elem Teacher Salary
Hildebrant	Kaitlin	Elem Teacher Salary
Hills	Markus	Sub Daily
Houary	Ghizlane	Sub Hourly
Iacone	Chantelle	Elem Teacher Salary
Jaberi	Farideh	Elem Teacher Salary
Jones	Kayah	Para Pro
Josil	Fabiola	Elem Teacher Salary
Kelly	Erin	Principal
Krivskaya	Yelena	Elem Teacher Salary
Lamothe	Ernst	Elem Teacher Salary
Leggett	Nikia	Sub Daily
Lepurage	Kandy	Elem Teacher Salary
Levisman	Carla	Elem Teacher Salary
Lherisse	Sophonina	Elem Teacher Salary
Lowry	Ginger	Elem Teacher Salary
Madden	Denise	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2017-2018		
Last Name	First Name	Description - Job Code Info
Malcolm	Tamar	Elem Teacher Salary
McGowan	Kathleen	Business Manager Hourly
Mendez	Michelle	Office Clerk Hourly
Mescher	Nancy	Elem Teacher Salary
Mohamad	Yasmin	Sub Daily
Monge	Rosa	Elem Teacher Salary
Nembhard-Thomas	Yvonne	Elem Teacher Salary
Norman	Auja	Elem Teacher Salary
Parchomenko	Zachary	ESE Specialist
Perez	Jacqueline	Elem Teacher Salary
Reid	Shereen	Elem Teacher Salary
Robbins	Amber	Elem Teacher Salary
Roberts	Phyllis	Data Processing Part time
Said	Monica	Social Worker
Said	Samia	Elem Teacher Salary
Siringo	Gina	English Second Language Coordi
Stephenson	Veronica	Sub Hourly
Taber	Allison	Elem Teacher Salary
Taylor	Shakira	Sub Hourly
Torres	Rosalys	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
White	Monique	Elem Teacher Salary
Williams	Carole	Cafeteria Hourly
Wilson	Andrea	Elem Teacher Salary
Wint	Mondelle	Elem Teacher Salary
Wright	Alicia	Elem Teacher Salary
Wright	Brandon	Sub Hourly

Imagine North Lauderdale Staffing Report, 2016-2017		
Last Name	First Name	Title
Abreu	Cesar	Elem Teacher Salary
Alarcon	Ana	Elem Teacher Salary
Alcineus	Linda	Elem Teacher Salary
Alejandro	Maria	Elem Teacher Salary
Allen	Stephanie	Elem Teacher Salary
Alrashid	Chynelle	Summer School Aide
Angulo	Sandra	Cafeteria Hourly
Arbogast	Stacey	Academic Coach
Arnold	Jennifer	ESE Specialist
Ashwood	Caroline	Elem Teacher Salary
Atwaroo	Corissa	Elem Teacher Salary
Bailey	Sharon	Academic Coach
Bennett	Tiffany	Elem Teacher Salary
Bonilla	Arlene	Para Pro PT
Brown	JaNeice	Elem Teacher Salary
Bruce-Owens	Abbiegale	Elem Teacher Salary
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Burns	Kathleen	Elem Teacher Salary
Bynes	Herbert	Behavior Mnagement Specialist
Campbell	Jaclyn	Elem Teacher Salary
Campbell	Joycint	Teacher aide hourly
Carey	LaToya	Cafeteria Hourly
Carter Budwah	Washette	Elem Teacher Salary
Clarkson-Reece	Natalie	Cafeteria Hourly
Cruz	Bianca	Academic Coach
Donis Espada	Celiann	Elem Teacher Salary
Dorsey	Rodney	Elem Teacher Salary
Ford	Kelly	Elem Teacher Salary
Gabriel	Jennie	ESOL Support
Garcia	Alicia	Elem Teacher Salary
Grant	Jacqueline	Sub Hourly
Harrilal	Shalom	Elem Teacher Salary
Hennes	Rebecca	Elem Teacher Salary
Henriquez	Xiomara	Elem Teacher Salary
Hicks	Shari	Elem Teacher Salary
Hills	Markus	Sub Daily
Houary	Ghizlane	Sub Hourly
Hyppolite	Wikenne	Sub Hourly
Jaberi	Farideh	Elem Teacher Salary
Jones	Kayah	Para Pro
Josil	Fabiola	Elem Teacher Salary
Kelly	Erin	Principal
Leggett	Nikia	Sub Daily
Lepurage	Kandy	Elem Teacher Salary
Lowry	Ginger	Elem Teacher Salary
Madden	Denise	Elem Teacher Salary
McGowan	Kathleen	Business Manager Hourly
Mendez	Michelle	Office Clerk Hourly
Mereus	Diana	Sub Daily

Imagine North Lauderdale Staffing Report, 2016-2017		
Last Name	First Name	Title
Mescher	Nancy	Elem Teacher Salary
Mohamad	Yasmin	Sub Daily
Monge	Rosa	Elem Teacher Salary
Norman	Auja	Elem Teacher Salary
Nutter	Autumn	Elem Teacher Salary
Parchomenko	Zachary	ESE Specialist
Perez	Jacqueline	Elem Teacher Salary
Reid	Shereen	Elem Teacher Salary
Revels	Carol	Sub Hourly
Robbins	Amber	Elem Teacher Salary
Roberts	Phyllis	Data Processing Part time
Ross	Jodi	Elem Teacher Salary
Said	Monica	Social Worker
Said	Samia	Elem Teacher Salary
Sauning	Elgin	Elem Teacher Salary
Spence-Banton	Latoya	Sub Hourly
Staszak	Tammy	Elem Teacher Salary
Taylor	Shakira	Sub Hourly
Thorbs	Kristine	Art Teacher
Torres	Rosalys	Elem Teacher Salary
Tosto	Dina Marie	Elem Teacher Salary
Townsend-Rogers	Jason	Elem Teacher Salary
Van Heerden	Aureole T.	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
Williams	Carole	Cafeteria Hourly
Wilson	Andrea	Elem Teacher Salary
Wint	Mondelle	Elem Teacher Salary
Woehrle	Elizabeth	Cafeteria Hourly
Wright	Alicia	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2015-2016		
Last Name	First Name	Description - Job Code Info
Abreu	Cesar	Elem Teacher Salary
Alarcon	Ana	Elem Teacher Salary
Alexander	Rachel	Dean of Students
Aly	Widline	Library Aide
Angulo	Sandra	Cafeteria Hourly
Arbogast	Stacey	Academic Coach
Arnold	Jennifer	ESE Specialist
Ashwood	Caroline	Elem Teacher Salary
Atwaroo	Corissa	Elem Teacher Salary
Augustin Rochelin	Marie	Teacher aide hourly
Bailey	Sharon	Academic Coach
Bennett	Tiffany	Elem Teacher Salary
Bland	Sebrina	Elem Teacher Salary
Bompart	Dexter	Elem Teacher Salary
Bonilla	Arlene	Para Pro PT
Booth	Yanique	Sub Daily
Boucard	Marie	Sub Daily
Brown	Danielle	Sub Daily
Brown	JaNeice	Elem Teacher Salary
Bruce-Owens	Abbiegale	Elem Teacher Salary
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Burns	Kathleen	Elem Teacher Salary
Bynes	Herbert	Behavior Mnagement Specialist
Campbell	Jaclyn	Elem Teacher Salary
Campbell	Joycint	Teacher aide hourly
Campbell	Judith	Elem Teacher Salary
Carey	LaToya	Cafeteria Hourly
Carter Budwah	Washette	Elem Teacher Salary
Clarke	Natalie	Cafeteria Hourly
Clarkson-Reece	Natalie	Cafeteria Hourly
Constant	Beatrice	Sub Hourly
Cruz	Bianca	Academic Coach
Diaz-Inabnit	Tara	Sub Hourly
Dorsey	Rodney	Elem Teacher Salary
Errico	Jacqlin	Elem Teacher Salary
Espelucin	Jennifer	Elem Teacher Salary
Estinor	Rodlyne	Sub Hourly
Etienne	Sandy	Elem Teacher Salary
Fleming	Mary	Elem Teacher Salary
Fletcher	Adib	Sub Daily
Fletcher	Misha	Teacher Hourly
Frederic Blackmon	Christina	Elem Teacher Salary
Gabriel	Jennie	ESOL Support
Garcia	Alicia	Elem Teacher Salary
Gauvreau	Danielle	Elem Teacher Salary
Geisen	Bonnie	Summer School Teacher
Grant	Jacqueline	Sub Hourly
Grant Perez	Robyn	Speech Therapist
Griffith	Dana	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2015-2016		
Last Name	First Name	Description - Job Code Info
Hall	Ashley	Elem Teacher Salary
Harrilal	Shalom	Elem Teacher Salary
Harris	Jillian	Sub Daily
Harris	Marie	Elem Teacher Salary
Hennes	Rebecca	Elem Teacher Salary
Henriquez	Xiomara	Elem Teacher Salary
Hernandez	Maria	Teacher Aide salary
Hicks	Shari	Elem Teacher Salary
Hills	Markus	Sub Daily
Jaberi	Farideh	Elem Teacher Salary
Jackson	Tishana	Cafeteria Hourly
Jean	Alyssa	Elem Teacher Salary
Jones	Kayah	Para Pro
Josil	Fabiola	Elem Teacher Salary
Kelly	Erin	Principal
Kroitor	Sandra	Elem Teacher Salary
Kuo	Min-Chiu	Elem Teacher Salary
Kvachuk	Loraine	Elem Teacher Salary
Labranche	Rhode	Sub Daily
Leace	Sara	Elem Teacher Salary
Leggett	Nikia	Sub Daily
Lepurage	Kandy	Elem Teacher Salary
Lord	Kirstyn	Elem Teacher Salary
Louis	Renold	Elem Teacher Salary
Lowry	Ginger	Elem Teacher Salary
Madden	Denise	Elem Teacher Salary
McGowan	Kathleen	Business Manager Hourly
Mendez	Michelle	Office Clerk Hourly
Mescher	Nancy	Elem Teacher Salary
Miller	Veronica	Elem Teacher Salary
Mims	Shari Ann	Discipline Aide
Mohamad	Yasmin	Sub Daily
Moore	Arielle	Office Clerk Hourly
Nelson	Jhanelle	Elem Teacher Salary
Nutter	Autumn	Elem Teacher Salary
Parchomenko	Zachary	ESE Specialist
Pastula	Adriana	Elem Teacher Salary
Perez	Jacqueline	Elem Teacher Salary
Platt	Yanet	Title One Tutor
Prochilo	Melissa	Summer School Teacher
Puntumkhul	Ryan	Elem Teacher Salary
Raser	Alexandra	Elem Teacher Salary
Reid	Shereen	Elem Teacher Salary
Roberts	Phyllis	Data Processing Part time
Ross	Jodi	Elem Teacher Salary
Said	Monica	Social Worker
Said	Samia	Elem Teacher Salary
Salley	Sheneeka	Elem Teacher Salary
Sauning	Elgin	Elem Teacher Salary
Smith	Cassandra	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2015-2016		
Last Name	First Name	Description - Job Code Info
Stanley-Lee	Althea	Title One Tutor
Staszak	Tammy	Elem Teacher Salary
Stroud	Shandra	Elem Teacher Salary
Suffredini	Lauren	Elem Teacher Salary
Taylor	Shakira	Sub Hourly
Torres	Rosalys	Elem Teacher Salary
Tosto	Dina Marie	Elem Teacher Salary
Traina	Shannon	Elem Teacher Salary
Van Heerden	Aureole T.	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
Wasserberg	Trudy	Elem Teacher Salary
Watson	Jessica	Elem Teacher Salary
Williams	Carole	Cafeteria Hourly
Wilson	Andrea	Elem Teacher Salary
Wint	Mondelle	Elem Teacher Salary
Wolfer	Caren	Elem Teacher Salary
Wright	Alicia	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2014-2015		
Last Name	First Name	Description - Job Code Info
Abreu	Cesar	Elem Teacher Salary
Agins	Olivia	Elem Teacher Salary
Aly	Widline	Library Aide
Anglin	Antonia	Sub Daily
Angulo	Sandra	Cafeteria Hourly
Arbogast	Stacey	Academic Coach
Arnold	Jennifer	ESE Specialist
Ashwood	Caroline	Elem Teacher Salary
Augustin Rochelin	Marie	Teacher aide hourly
Bailey	Sharon	Academic Coach
Bennett	Tiffany	Elem Teacher Salary
Bonilla	Arlene	Para Pro PT
Brucker	Catherine	Exceptional Student Ed PT
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Calderon	Shanda	Cafeteria Hourly
Campbell	Jaclyn	Elem Teacher Salary
Campbell	Joycint	Teacher aide hourly
Carballosa	Yesenia	Elem Teacher Salary
Carter Budwah	Washette	Elem Teacher Salary
Cephas	Carissa	Elem Teacher Salary
Chevalier	Melanie	Data Processing Part time
Clark	David	Title One Tutor
Clarke	Natalie	Cafeteria Hourly
Crapps	Elizabeth	Library Aide
Cruz	Bianca	Academic Coach
Delgado	Eleni Ann	Elem Teacher Salary
Dorsey	Rodney	Elem Teacher Salary
Duquesnay	Jordaine	Office Clerk Hourly
Fletcher	Misha	Teacher Hourly
Gabriel	Jennie	ESOL Support
Gauvreau	Danielle	Elem Teacher Salary
Geisen	Bonnie	Summer School Teacher
Gendreau	Lourdes	Sub Daily
Grant	Jacqueline	Sub Hourly
Grant Perez	Robyn	Speech Therapist
Griffith	Dana	Elem Teacher Salary
Guenther	Judith	Elem Teacher Salary
Hall	Ashley	Elem Teacher Salary
Harrilal	Shalom	Elem Teacher Salary
Harris	Jillian	Sub Daily
Hernandez	Maria	Teacher Aide salary
Hicks	Shari	Elem Teacher Salary
Jaberi	Farideh	Elem Teacher Salary
James	Sabrina	Elem Teacher Salary
Jean	Alyssa	Elem Teacher Salary
Jones	Kayah	Para Pro
Kelly	Erin	Principal
Kuo	Min-Chiu	Elem Teacher Salary
Kvachuk	Loraine	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2014-2015		
Last Name	First Name	Description - Job Code Info
Leace	Sara	Elem Teacher Salary
Lekjarun	Elizabeth	Sub Hourly
Lepurage	Kandy	Elem Teacher Salary
Lord	Kirstyn	Elem Teacher Salary
Matthews	Jai	Office Clerk Hourly
McGowan	Kathleen	Business Manager Hourly
Medina-Ponton	Melissa	Sub Hourly
Mendez	Michelle	Office Clerk Hourly
Merus-Juste	Thamara	Elem Teacher Salary
Mescher	Nancy	Elem Teacher Salary
Mims	Shari Ann	Discipline Aide
Mohamad	Yasmin	Sub Daily
Morrison	Shavene	Sub Daily
Murray	Michele	Title One Teacher
Nelson	Jhanelle	Elem Teacher Salary
Nurrito	Lisa	ESE Specialist
Nutter	Autumn	Elem Teacher Salary
Parchomenko	Zachary	ESE Specialist
Platt	Yanet	Title One Tutor
Ponton	Freddy	Behavior Mnagement Specialist
Prochilo	Melissa	Summer School Teacher
Raser	Alexandra	Elem Teacher Salary
Roberts	Phyllis	Data Processing Part time
Robotham	Suzanne	Elem Teacher Salary
Rose	Abbie	Elem Teacher Salary
Ruffin	Damon	Sub Daily
Said	Samia	Elem Teacher Salary
Shapiro	Scott	Elem Teacher Salary
Smith	Cassandra	Elem Teacher Salary
Smith	Juliana	Elem Teacher Salary
Stroud	Shandra	Elem Teacher Salary
Suffredini	Lauren	Elem Teacher Salary
Taylor	Shakira	Sub Hourly
Thornell	Deborah	Elem Teacher Salary
Tosto	Dina Marie	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
Watson	Jessica	Elem Teacher Salary
Williams	Carole	Cafeteria Hourly
Wilson	Alejandro	Physical Education teacher
Wright	Alicia	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2013-2014		
Last Name	First Name	Description - Job Code Info
Abdelahad	Nicholas	Elem Teacher Salary
Abreu	Cesar	Elem Teacher Salary
Alston	Yolanda	Elem Teacher Salary
Aly	Widline	Library Aide
Amachee	Sarah	Elem Teacher Salary
Amenta	Michele	Elem Teacher Salary
Anglin	Antonia	Sub Daily
Arbogast	Gregory	Elem Teacher Salary
Arbogast	Jeffrey	Before/After care Hourly
Arbogast	Stacey	Academic Coach
Ashwood	Caroline	Elem Teacher Salary
Austin	Chiquita	Elem Teacher Salary
Bailey	Sharon	Academic Coach
Baker	Michael	Security
Bennett	Tiffany	Elem Teacher Salary
Blanc	Ann Marie	Elem Teacher Salary
Brown	Alicia	Elem Teacher Salary
Brucker	Catherine	Exceptional Student Ed PT
Bruzga	Lauren	ESE Specialist
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Calderon	Shanda	Cafeteria Hourly
Campbell	Joycint	Teacher aide hourly
Carballosa	Yessenia	Elem Teacher Salary
Carolan	Jill	Sub Hourly
Carter Budwah	Washette	Elem Teacher Salary
Caulfield	Joyce	Title One Aide
Chevalier	Melanie	Data Processing Part time
Clark	David	Title One Tutor
Clark	Tacara	Elem Teacher Salary
Clarke	Natalie	Cafeteria Hourly
Cruz	Bianca	Academic Coach
Devash	Mariam	Elem Teacher Salary
Dorsey	Rodney	Elem Teacher Salary
Gabriel	Jennie	ESOL Support
Gauvreau	Danielle	Elem Teacher Salary
German	Crystal	Elem Teacher Salary
Grant	Jacqueline	Sub Hourly
Griffith	Dana	Elem Teacher Salary
Guenther	Judith	Elem Teacher Salary
Harrilal	Shalom	Elem Teacher Salary
Hicks	Shari	Elem Teacher Salary
Huntsinger	Cathy	Teacher aide hourly
Jaberi	Farideh	Elem Teacher Salary
James	Sabrina	Elem Teacher Salary
Jones	Kayah	Para Pro
Kelly	Erin	Principal
Kuo	Min-Chiu	Elem Teacher Salary
Lekjarun	Elizabeth	Sub Hourly
Lord	David	Director BeforeAfterCare

Imagine North Lauderdale Staffing Report, 2013-2014		
Last Name	First Name	Description - Job Code Info
Lord	Kirstyn	Elem Teacher Salary
Matthews	Jai	Office Clerk Hourly
Mazer	Susannah	Title One Tutor
McFarlane	DeMark	Elem Teacher Salary
McGowan	Danielle	Before/After care Hourly
McGowan	Kathleen	Business Manager Hourly
Medina-Ponton	Melissa	Sub Hourly
Mendez	Michelle	Office Clerk Hourly
Merus-Juste	Thamara	Elem Teacher Salary
Miller	Janice	Speciality teacher
Mohamad	Yasmin	Sub Daily
Murray	Michele	Title One Teacher
Nir	Sivan	Elem Teacher Salary
Nurrito	Lisa	ESE Specialist
Nutter	Autumn	Elem Teacher Salary
Peters	Kaely	Elem Teacher Salary
Platt	Yanet	Title One Tutor
Ponton	Freddy	Behavior Mnagement Specialist
Poulin	Aimee	Elem Teacher Salary
Pratt	Theresa Lynn	Elem Teacher Salary
Pratt	Tifani	Elem Teacher Salary
Raser	Alexandra	Elem Teacher Salary
Reese	Simone	Elem Teacher Salary
Roberts	Phyllis	Data Processing Part time
Romeu-Shapiro	Yvonne	Elem Teacher Salary
Ruffin	Damon	Sub Daily
Said	Samia	Elem Teacher Salary
Schiling	Caroline	Intervention SPecialist
Shaw	Patricia	Before/After care Hourly
Smith	Cassandra	Elem Teacher Salary
St.Hilaire	Karen	Elem Teacher Salary
Stafford	Vicki	Teacher aide hourly
Taylor	Shakira	Sub Hourly
Thompson	Sharon	Sub Hourly
Thornell	Deborah	Elem Teacher Salary
Tosto	Dina Marie	Elem Teacher Salary
Valdivieso	Diana	Before/After care Hourly
Valentine	Faythe	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
Williams	Carole	Cafeteria Hourly
Williams	Ericka	Before/After care Hourly
Williamson	Akilah	Elem Teacher Salary
Willis	Virginia	Dramatic Arts Teacher
Wilson	Alejandro	Physical Education teacher
Wisnoski	Jennifer	Elem Teacher Salary
Wright	Alicia	Elem Teacher Salary
Wright	Ericka	Elem Teacher Salary

Imagine North Lauderdale Staffing Report, 2012-2013		
Last Name	First Name	Description - Job Code Info
Abdelahad	Nicholas	Elem Teacher Salary
Albano	Audrey	Elem Teacher Salary
Amachee	Sarah	Elem Teacher Salary
Anglin	Antonia	Sub Daily
Austin	Chiquita	Elem Teacher Salary
Bailey	Christine	Elem Teacher Salary
Baker	Michael	Security
Bennett	Tiffany	Elem Teacher Salary
Berry	Jessica	Elem Teacher Salary
Berry	Linnie	Sub Hourly
Brown	Genear	Elem Teacher Salary
Bruzga	Lauren	ESE Specialist
Burgess	Kathryn	Elem Teacher Salary
Burgess	Louise	Office Manager Salary
Calderon	Shanda	Cafeteria Hourly
Carter Budwah	Washette	Elem Teacher Salary
Caulfield	Joyce	Title One Aide
Chase	Mary	Elem Teacher Salary
Chestnut	Antonette	Sub Hourly
Chevalier	Melanie	Data Processing Part time
Clark	Tacara	Elem Teacher Salary
Clarke	Carla	Sub Hourly
Clarke	Kristina	Elem Teacher Salary
Cooper	Sharon	Receptionist Salary
Cruz	Bianca	Academic Coach
Dattoli	Timi	Elem Teacher Salary
Delgado	Jheanell	Elem Teacher Salary
Dimeglio	Cheryl Ann	Elem Teacher Salary
Dorsey	Rodney	Elem Teacher Salary
Ferguson	Joyce	ESE Specialist
Fountain	Veronice	Title One Aide
Gabriel	Jennie	ESOL Support
Garcia-Marin	Marlene	Discipline Aide
Gauvreau	Danielle	Elem Teacher Salary
Geisen	Bonnie	Elem Teacher Salary
Gordon	David	Principal
Graffeo	Sara	Elem Teacher Salary
Griffith	Dana	Elem Teacher Salary
Gundersen	Paul	Elem Teacher Salary
Harris	Laura	Title One Teacher
Held	Jennifer	Elem Teacher Salary
Hicks	Shari	Elem Teacher Salary
Houle	Mary	Instructional Coach
Huntsinger	Cathy	Teacher aide hourly
Imani	Nia	Sub Daily
Jaberi	Farideh	Elem Teacher Salary
Johnston	Anselm	Elem Teacher Salary
Kelly	Erin	Principal
Kottler	Janet	Sub Hourly
Leone-Paulk	Josephine	Instructional Coach

Attachments –Organizational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Student Enrollment Reports	1-26
<input checked="" type="checkbox"/> Discipline Reporting (Each Category, Prior 5 Years)	27-38
<input checked="" type="checkbox"/> Staffing Reports	39-51
<input checked="" type="checkbox"/> Certification Self-Audits	52-55
<input checked="" type="checkbox"/> Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.	56-65
<i>(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)</i>	
<input checked="" type="checkbox"/> Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S. (66)	
<input checked="" type="checkbox"/> Sample of School Newsletters Requesting Parental Involvement	67-78

Financial Performance Documents Not Attached

- ☐ **Copy of Registration Forms in Parent's Primary Language (English plus top 3) - On File in Charter Tools**
- ☐ **Comprehensive Emergency/Evacuation Plans - On File in Charter Tools**
- ☐ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**
- ☐ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**

Imagine North Lauderdale Staffing Report, 2012-2013		
Last Name	First Name	Description - Job Code Info
Leydig	Genevieve	Education Resource Coordinator
Lord	Kirstyn	Elem Teacher Salary
Matthews	Jai	Office Clerk Hourly
McGowan	Danielle	Before/After care Hourly
McGowan	Kathleen	Business Manager Hourly
Medina-Ponton	Melissa	Sub Hourly
Merus-Juste	Thamara	Elem Teacher Salary
Mikkelsen	Kassie	Sub Hourly
Miller	Janice	Speciality teacher
Missaghi	Bitia	Elem Teacher Salary
Mrakovich	Brett	Title One Tutor
Nir	Sivan	Elem Teacher Salary
Nutter	Autumn	Elem Teacher Salary
Pawlak	Elizabeth	Elem Teacher Salary
Ponton	Freddy	Behavior Mnagement Specialist
Poulin	Aimee	Elem Teacher Salary
Pratt	Theresa Lynn	Elem Teacher Salary
Pratt	Tifani	Elem Teacher Salary
Rizzo	Danielle	Sub Hourly
Roberts	Phyllis	Data Processing Part time
Said	Samia	Elem Teacher Salary
Schiling	Caroline	Intervention SPecialist
Sigrist	Lloyd	ESE Specialist
Simmons	Kathleen	Before/After care Hourly
St.Hilaire	Karen	Elem Teacher Salary
Stafford	Vicki	Teacher aide hourly
Stubbs	Judson	Security
Tosto	Dina Marie	Elem Teacher Salary
Tucker	Andrea	Elem Teacher Salary
Vellon	Ashley	Assistant Principal
Vuguin	Sergio	Sub Hourly
Wilhelmsen	Katherine	Elem Teacher Salary
Williams	Carole	Cafeteria Hourly
Williams	Ericka	Before/After care Hourly
Wilson	Alejandro	Physical Education teacher
Wisnoski	Jennifer	Elem Teacher Salary
Wright	Alicia	Elem Teacher Salary
Wright	Ericka	Elem Teacher Salary

[illegible]

Imagine North Lauderdale Certification Audit - 2014 - 2015

	DOE#	Certificate Start Date	Certificate End Date	Current Certification	Current Assignment	Highly Qualified?	ESOL Status	Reading Endorsed?
Cesar Abreu	1228004	7/1/2013	6/30/2018	Professional K-6, ESOL	K	Yes	Endorsed	No
Tiffany Bennett	115925	7/1/2013	6/30/2016	Temp PreK	K	Yes	OOF	No
Jaclyn Campbell	116284	7/1/2010	6/30/2015	Professional K-6, ESOL	K	Yes	Endorsed	No
Kendy Lapurage - Intern Sub						Yes - 4 Yr Degree		
Yasmin Mohamed	1228008	7/1/2013	6/30/2018	K-6	K	Yes	Endorsed	No
Wahidette Carter-Budweh	SOE 1197943	SOE 10/22/13	10/22/2016	SOE, submitted	1	Yes	OOF	No
Sharon Harrell	1201919	7/1/2012	6/30/2017	Professional K-6, ESOL	1	Yes	Endorsed	No
Alyssa Jean	1151419	7/1/2012	6/30/2017	Professional K-6, ESOL	1	Yes	Endorsed	No
Min-Chu Kuo	1161234	7/1/2010	6-30/2015	Professional K-6, ESOL	2	Yes	Endorsed	No
Autumn Nutter	988713	7/1/2011	6/30/2016	PreK (age 3-grade 3)	1	Yes (preK-3)	OOF	No
Abbie Rose	767584	7/1/2011	6/30/2016	Professional K-6	1	Yes	OOF	No
Nancy Mescher	1219887	7/1/2013	6/30/2018	Professional K-6, ESOL	2	Yes	Endorsed	No
Shawnee Morrison - Intern Sub	INTERM SUB					Yes - 4 Yr Degree		
Jhanelle Nelson	1124962	7/1/2013	6/30/2016	Temporary, K-6	2nd/3rd	Yes	OOF	No
Cassandra Smith	1236290	7/1/2014	6/30/2017	Temporary, K-6	2nd/3rd	Yes	OOF	No
Shandra Stroud	SOE 1210126	12/3/2012	1/7/2016	Temporary, K-6	2nd/3rd	Yes	OOF	No
Jessica Watson	1203443	7/1/2012	6/30/2017	Professional K-6, ESOL, Reading Endorsed	2nd/3rd	Yes	Endorsed	Yes
Blanca Cruz	1196005	7/1/2012	6-30/2015	Temporary, PreK (age 3-grade 3)	2nd/3rd	Yes	OOF	No
Rodney Dorsey	1196037	7/1/2012	6/30/2017	Professional K-6	2nd/3rd	Yes	Endorsed	No
Lailane Henderson	1214776	7/1/2013	6/30/2016	Temporary, Elementary Ed (K-6)	2nd/3rd	Yes	OOF	No
Ashley Hall	1156512	7/1/2014	6/30/2019	Professional K-6, ESOL	2nd/3rd	Yes	Endorsed	No
Alexandra Raser	1211510	7/1/2013	6/30/2016	Temporary, K-6	3	Yes	OOF	No
Lauren Sufredini	1138876	7/1/2013	6/30/2018	Professional, PreK-3	2nd/3rd	Yes	OOF	No
Danielle Gauvreau	1126598	7/1/2012	6/30/2017	Professional, K-6	4	Yes	OOF	No
Kristyn Lord	115621	7/1/2010	6-30/2015	Professional K-6, ESOL	4	Yes	Endorsed	No
Zachary Parchomniko	SOE 1248068	5/7/2014	5/7/2017	SOE, Elementary Ed (K-6)	4	Yes	OOF	No
Sara Lance	1003762	7/1/2010	6-30/2015	Professional, Elementary K-6, ESOL, ESE	4	Yes	Endorsed	No
Loraine Kvechuk	1125454	7/1/2010	6-30/2015	Professional K-6 (will add ESOL)	5	Yes	OOF	No
Dana Griffith	1146375	7/1/2013	6/30/2017	Professional K-6, ESOL	5	Yes	Endorsed	No
Sharl Hicks	1189667	7/1/2012	6/30/2017	Professional K-6, ESOL, Reading Endorsed	5	Yes	Endorsed	Yes
Scott Shapiro	SOE 1022886	10/15/2014	10/15/2017	SOE, PE (K-12)	PE	Yes	N/A	No
Caroline Ashwood	1222201	7/1/2013	6/30/2018	Professional K-6, ESE, ESOL	Tech, Media	Yes	Endorsed	Yes
Dina-Marie Tosto	1114618	7/1/2014	6/30/2019	Professional K-6, ESOL	Drama	Yes	Endorsed	No
Em Kelly	991212	7/1/2011	6/30/2016	Professional K-6, ESE K-12, ESOL	Principal	Yes	Certified	No
Sharon Bailey	1165773	7/1/2012	6/30/2017	Professional, K-6	Coach	Yes	OOF	No
Fardieh Jaberi	982997	7/1/2008	6/30/2018	Professional K-6, ESE K-12, Reading, ESOL	ESE Teacher	Yes	Endorsed	Yes
Mary Lord	SOE - 715126	7/1/2014	7/1/2017	SOE, Elementary Ed K-6	21st CCLC Coach	N/A	OOF	No
Samia Said	1116928	7/1/2010	6-30/2015	Professional K-6, ESOL, ESE (K-12)	ESE Specialist, Coach	Yes	Endorsed	No
Ashley Sweeton	1063169	7/1/2012	6/30/2017	Professional K-6, Social Science 5-6, ESOL	Coach	Yes	Certified	No
Alicia Wright	1157700	7/1/2010	6-30/2015	Professional K-6	4	Yes	Endorsed	No
Jennifer Arnold	1191664	7/1/2014	6/30/2019	ESE, K-12	ESE Specialist	Yes	OOF	No
Highly Qualified Professionals								
Kayla Jones				Bachelor of Science				
Jennie Gabriel				Associate in Science				
Jillian Harris				Master of Arts				
Jacqueline Grant				Bachelor of Science				

Imagine North Lauderdale Certification Audit - 2013 - 2014

Imagine North Lauderdale Certification Audit - 2013 - 2014	DOE#	Certificate Start Date	Certificate End Date	Current Certification	Current Assessment	Highly Qualified?	ESOL Status	Reading Endorsed?	Undergraduate Degree	Advanced Degrees	# Years Experience
Tiffany Bennett	115925	7/1/2013	6/30/2016	Temp PreK	K	Yes	OOF	No	Psychology, Minor Education		0
Bernice Cruz	1196505	7/1/2012	6/30/2015	Temporary PreK (age 3-grades 3)	K	Yes	OOF	No	PreK-3		1
Yasmin Mohamed	1228008	7/1/2013	6/30/2018	K-6	K	Yes	Endorsed	No	Elementary Education with ESOL		0
Lailan Henderson	SOE 1214716	SOE 3/1/13	3/1/2018	SOE Elementary Ed (K-6)	K	Yes	OOF	No	Arts & Humanities		0
Cesar Abreu	1228004	7/1/2013	6/30/2018	Professional K-6, ESOL	1	Yes	Endorsed	No	Elementary Education		0
Chasandra Smith	SOE 1236290	SOE 1/1/14	SOE 1/1/17	Temporary K-6	1	Yes	OOF	No	Elementary Education	N/A	0
Deborah Therrill - Interim Sub	SOE 889299	1/13/2014	1/13/2017	PreK (age 3-grades 3)	1 sub	Yes	OOF	No	Elementary Education		0
Whitnie Carter-Budwah	SOE 1197043	SOE 10/22/13	10/22/2016	SOE submitted	1	Yes	OOF	No	Elementary Education		0
Shelton Herrill	1201419	7/1/2012	6/30/2017	Professional K-6, ESOL	1	Yes	Endorsed	No	Elementary Education		0
Autumn Nutter	888713	7/1/2011	6/30/2016	PreK (age 3-grades 3)	1	Yes (preK-3)	OOF	No	Health Sciences		17
Mar-Chu Kuo	1161234	7/1/2010	6/30/2015	Professional K-6, ESOL	2	Yes	Endorsed	No	Elementary Education w/ ESOL		0
Alexandra Baser	SOE 1211510	4/16/2013	2/6/2016	SOE, Temporary, K-6	2	Yes	OOF	No	Interdisciplinary Studies		0
Sabrina James	1054112	2/15/2013	1/18/2016	SOE, Temporary, K-6	2	Yes	OOF	No	Elementary Education	Primary Curriculum	0
Antonia Asghin - Interim Sub	INTERIM SUB					N/A	N/A	No			
Rodney Dorsey	1196937	7/1/2012	6/30/2017	Professional K-6	3	Yes	Endorsed	No	Elementary Education w/ ESOL		0
Veronica Cavallera	1198235	7/1/2011	6/30/2016	Professional K-6, ESOL	3	Yes	Endorsed	No	Elementary Education w/ ESOL		0
Therrian Marcus	1151479	7/1/2010	6/30/2015	Professional K-6, ESOL	2	Yes	Endorsed	No	Elementary Education w/ ESOL		3
Damon Ruffin - Interim Sub							N/A	No			
Diachlane Torib	1114618	7/1/2009	6/30/2014	Professional K-6, ESOL	3	Yes	Endorsed	No	Elementary Education w/ ESOL		3
Daniel Gaurreau	1135598	7/1/2012	6/30/2017	Professional K-6	4	Yes	OOF	No	English	Secondary Ed - ESE	3
Kristyn Lord	113621	7/1/2010	6/30/2015	Professional K-6, ESOL	3	Yes	Endorsed	No	Elementary Education	N/A	3
Alisa Wright	1157700	7/1/2010	6/30/2015	Professional K-6	4	Yes	Endorsed	No	Elementary Education with ESOL	Reading	3
Justin Gantner	SOE 1218282	4/14/2013	5/10/2016	Professional K-6, ESOL, Mult/Mult	5	Yes	Endorsed	No	Elementary Education with ESOL		0
Dana Griffin	1146315	7/1/2013	6/30/2017	Professional K-6, ESOL	5	Yes	Endorsed	No	Elementary Education with ESOL		2
Shari Hicks	1189687	7/1/2012	6/30/2017	Professional K-6, ESOL, Reading Endorsed	5	Yes	Endorsed	Yes	Elementary Education with ESOL		1
Alfonso Wilson	1004507	7/1/2009	6/30/2014	Health K-12, PE K-12, Reading Endorsed	PE	Yes	Endorsed	Yes	Healthcare Services		40
Jai Matthews - Interim Sub	SOE 1243835	2/1/2014	Pending	SOE, Temporary, K-6	Media	Yes	N/A	No	Business		0
Natalie Clarke - Interim Sub	967286	7/1/2013	6/30/2016	Temporary, Music K-12	Fine Arts	No	N/A	No	Communication Arts - Music		0
Caroline Ashwood	1222201	7/1/2013	6/30/2018	Professional K-6, ESE, ESOL	TECH, ESE	Yes	Endorsed	Yes	Exceptional Education	N/A	1
Michelle Garren	SOE 1089504	4/11/2014	4/11/2017	Temporary, Math 5-9	STEM	No	OOF	No			
Em Kelly	961212	7/1/2011	6/30/2016	Professional K-6, ESE K-12, ESOL	Principal	Yes	Certified	No	B.A. Accounting	M. Ed Leadership	8
Sheryl Aronson	1109647	7/1/2013	6/30/2018	Professional K-6, ESOL	Coach	Yes	Endorsed	No	Elementary Education		6
Fareeh Jabari	983997	7/1/2008	6/30/2018	Professional K-6	Coach	Yes	Endorsed	No	Liberal Studies	Elementary Education	20
Sanaa Said	1116626	7/1/2010	6/30/2015	Professional K-6	Coach	Yes	Endorsed	No	Elementary Education	N/A	4
Ashley Swenson	1063169	7/1/2012	6/30/2017	Professional K-6, Social Science 5-9	Coach	Yes	OOF	No	Elementary Education		6
Catherine Brucker	790386	7/1/2009	6/30/2014	Varying Exceptionalities (K-12)	ESE Teacher	Yes	OOF	No	Varying Exceptionalities		
Lisa Nurreto	1210203	7/1/2012	6/30/2017	Professional K-6, ESE K-12, Reading, ESOL	ESE Specialist	Yes	Endorsed	Yes	Exceptional Student Education		1
Highly Qualified Paraeducators											
Antonia Asghin		Associate in Arts									
Kayla Jones		Bachelor of Science									
Jamie Gabriel		Associate in Science									
Jacqueline Grant		Bachelor of Science									
Damon Ruffin		Bachelor of Science									

Imagine North Lauderdale's Website

Academic Performance and School Grade Notification

Microsoft Office | Mail - Charter5 | Mail - Charter5 | Mail - Charter5 | 9775.1114201 | My Drive - Google | ESIS Meetings | Celebrating Success

Secure | https://www.imagenorthlauderdale.org/2017/06/30/we-are-a-b-school/ | Apps | Sign In | Charter Tools - We | Charter Tools | Basis v3.0 | FSA Portal | You Have Been Logged | Join the Meeting | FLDCE SSO | SBBC Policies | Title 1 | Maps of Recreation

Imagine North Lauderdale
Imagine Elementary at North Lauderdale Charter School

Home | School Info | Student/Parent Info | Staff Contacts | Governing Board | Liaisons | 21st CCLC

Search

Celebrating Success!
June 30, 2017

Florida's school grades have been released. We are proud to announce that **Imagine North Lauderdale is a "B" school!** We are honored to be the highest performing elementary school within the communities we serve, including North Lauderdale, Lauderdale, Lauderdale Lakes, Margate, Taratara, Pompano Beach, and Ft. Lauderdale.

Scholars - Thank you for proving that perseverance and dedication leads to above-average academic growth. We are bursting with pride at your success and cannot wait to celebrate with you in 2017-2018!

Families - Thank you for making Imagine North Lauderdale your partner in your child's education. Our academic achievement demonstrates our partnership fulfilled our mission, which is to do what is best for our students - no exceptions and no excuses!

Teachers and Staff - You are proof that children thrive in school when they are surrounded by educators who put children first. Thank you for loving all of our students and putting their needs before your own each day. Our students deserve nothing less than the best and year-after-year they have what they deserve at Imagine North Lauderdale. Thank you for embracing our mission and vision, and for modeling to our students that everyone matters and is filled with potential, despite what they might hear on the news. Thanks to you, our Imagine North Lauderdale Scholars Acquired their knowledge for College!

Important Information

- Family Handbook & Attendance Policy
- 2017 - 2018 Imagine Elementary at North Lauderdale Charter School Calendar
- Cafeteria Information
- Check Out Our Video Page!
- Governing Board Members
- Title
- Wellness Policy
- USDA Discrimination Complaint Form
- Civil Rights Statement
- Contact Us

We are a "B" Rated School!

Imagine Elementary at North Lauderdale Charter School is a "B" Rated School.

Imagine North Lauderdale's Website

Governing Board Member Information



Imagine North Lauderdale Governing Board Members

2017-2018

Joyce Ferguson, Board Chair
7302 NW 1st Court
Pentation, FL 33317
954-873-7790
j.ferg@hctmail.com

Evelyn Graves
3515 NW 28th Court
Lauderdale Lakes, FL 33311
954-687-3426
evelyngraves@south.net

Pam Hackett
8949 NW 9th Place
Pentation, FL 33324
954-472-3824
pamhackett@aol.com

Linda Arnold
954-292-0419
lncarnold@mac.com

Microsoft Office X Mail - Charter 5 X Mail - Charter 5 X Mail - Charter 5 X 9775.1114201 X My Drive - Google X ESSL Meetings X Governing Board X

Apps Sign In Charter Tools - Web Charter Tools Basis v2.0 FSA Portal You Have Been Log: Join the Meeting! FDOE SSC SBBC Policies Title 1 Maps of Recreation

Home School Info Student/Parent Info Staff Contacts Governing Board Liaisons 21st CCLC

Policy

- 2017 - 2018 Imagine Elementary at North Lauderdale Charter School Calendar
- Cafeteria Information
- Check Out Our Video Page!
- Governing Board Members Title
- Wellness Policy
- USDA Discrimination Complaint Form
- Civil Rights Statement
- Contact Us

We are a "B" Rated School!

- Imagine Elementary at North Lauderdale Charter School is a "B" Rated School
- Celebrating Student Success

Upcoming Events

- 21st CCLC Project Based Learning Showcase
- December 19

CCA & Granddaddy Tort

57

19

Imagine North Lauderdale's Website

Management Company

Microsoft Office X Mail - Charter X Mail - Charter X Mail - Charter X 9775.1114201 X My Drive - Google X ESIS Meetings X Assessment S: X

Secure https://www.imagenorthlauderdale.org/school-info/assessment-series

Apps Sign In Charter Tools - Web Charter Tools Basis v3.0 FSA Portal You Have Been Logged Out Join the Meeting FLDOE SSO SBBC Policies Title 1 Maps of Recreation

Home School Info Student/Parent Info Staff Contacts Governing Board Leaders 21st CCLC

April 6, 2018

View All Events

Word of the Week

WORD OF THE WEEK

EXPERIENCE

It is so to see something or have something happen to your skill or knowledge gained by doing a thing.

"This morning, we proudly experienced the first day of school for our students and staff. We are excited to start this new year!"

Follow Us



Follow Imagine North Lauderdale on social media to get the latest news and information.

Directions & Contact

» Contact Us
» Directions

Contact Imagine North Lauderdale

Imagine North Lauderdale
1395 South State Road
North Lauderdale, FL 33063
Tel: 954-973-8900
Fax: 954-973-5528

Imagine Schools

Imagine Schools is a national non-profit provider of 60 public charter schools educating more than 30,000 students in 11 states and the District of Columbia. Imagine Schools partners with parents and guardians to educate their children, providing a rigorous, standards-based education to every child, preparing them for the 21st century and beyond.

Imagine North Lauderdale's Website

Management Company (continued)

Microsoft Office X Mail - Charter5 X Mail - Charter5 X Mail - Charter5 X 9775.111420 X My Drive - Google X ESLS Meeting X Imagine North X

Secure https://www.imagenorthlauderdale.org

Apps Sign In Charter Tools - Web Charter Tools Basis v3.0 FSA Portal You Have Been Log Join the Meeting / G FLDOE SSO SBBC Policies Title 1 Maps of Recreation

Home School Info v Student/Parent Info v Staff Contacts v Governing Board v Liaisons v 21st CCLC v

Fall Festival 2017

Civil Rights Statement
Contact Us

School News

Upcoming Events

Imagine Schools



We are a "B" Rated School!

Imagine Elementary / at North Lauderdale Charter School is a "B" Rated School!

Celebrating Student Success

Upcoming Events

21st CCLC Project Based Learning Showcase
December 13

FSA & Standardized Test Prep Night
January 17, 2018

Imagine That! Science Showcase
February 20, 2018

Family Math Night

Developing Character, Enriching Minds

Imagine Schools is built upon expectations high enough to live up to a child's potential. In our schools, success means developing character and enriching minds as we graduate students well prepared for college, career, and life.

Imagine North Lauderdale's Website

Annual Budgets and Independent Fiscal Audits

Microsoft Office

Mail - Charter5

Mail - Charter5

Mail - Charter5

9775.1114201

My Drive - Google

ESIS Meetings

Approved Budgets

Secure

https://www.imagenorthlauderdale.org/approved-budgets

Apps

Sign in

Charter Tools - Web

Charter Tools

Basics v3.0

FSA Portal

You Have Been Logged Out

Join the Meeting

FDOL ESSO

SBBC Policies

Title 1

Maps of Recreation

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21st CCLC

Approved Budgets/Fiscal Audit Reports



2017 - 2018 Board Approved Budget with Projected Enrollment

+

Important Information

Family Handbook & Attendance Policy

2017 - 2018 Imagine Elementary at North Lauderdale Charter School Calendar

Calendar Information

Check Out Our 100th Anniversary Governing Board Members

Meet the PTA

SSDA Discrimination Complaint Form

Civil Rights Statement

Contact Us

2016 - 2017 Board Approved Budget with Projected Enrollment

+

We are a "B" Rated School!

Imagine Elementary at North Lauderdale Charter School is a B Rated School

Great Budget Success

2015 - 2016 Board Approved Budget

+

2014 - 2015 Board Approved Budget

+

2013 - 2014 Board Approved Budget

+

FISCAL AUDIT REPORTS

2016 - 2017 Fiscal Audit Report

+

Upcoming Events

21st CCLC Project Based Learning Showcase December 9

FSA & Standardized Test Prep Night January 17, 2018

Imagine That! Science Showcase February 20, 2018

Family Math Night

2015 - 2016 Fiscal Audit Report

+

2014 - 2015 Fiscal Audit Report

+

2013 - 2014 Fiscal Audit Report

+

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Imagine North Lauderdale's Website

Governing Board Meeting Minutes (continued)

www.office.com X Mail - Charter3 X Mail - Charter3 X 9775.1114201 X ESE - Google X 2017 - 2018 G X Benchmark Sci X 2017 - 2018 G X

Apps Sign In Charter Tools - Web Charter Tools Basis v3.0 FSA Portal You Have Been Logged Out Join the Meeting! G ELDOE SSO SBBC Policies Title 1 Maps of Recreation

Home School Info Student/Parent Info Staff Contacts Governing Board Liaisons 21st CCLC

2017 – 2018 Governing Board Meeting Dates, Agendas & Minutes



The Learning Excellence Foundation of East Broward, Inc.
D/B/A

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE ELEMENTARY

The dates below are tentative dates. The following month's meeting date is solidified by the Governing Board members at each monthly meeting. For example, the September 2017 meeting date will be determined at the August 16, 2017 meeting.

August 16, 2017 at 6:00 p.m. - Room 206	+	<p>Important Information</p> <ul style="list-style-type: none"> Family Handbook & Attendance Policy 2017 - 2018 Imagine Elementary at North Lauderdale Charter School Calendar Cafeteria Information Check Out Our Video Page! Governing Board Members Timeline Website Policy USDA Discrimination Complaint Form Civil Rights Statement Contact Us
September 26, 2017 at 6:00 p.m. - Room 206	+	<p>We are a "B" Rated School!</p> <p>Imagine Elementary at North Lauderdale Charter School is a "B" Rated School.</p> <p>Celebrating Student Success</p>
October 10, 2017 at 6:00 p.m. - Room 206	-	
6:00 p.m. - Room 206		<p>Upcoming Events</p> <ul style="list-style-type: none"> 21st CCLC Project Based Learning Showcase December 19 FSA & Standardized Test Prep Night January 17, 2018
November 14, 2017 at 6:00 p.m. - Room 206	+	

Imagine North Lauderdale's Website

Parent Liaison Information

The screenshot shows a web browser window with the URL <https://www.imagenorthlauderdale.org/parent-liaisons>. The browser's address bar shows the URL and the page title "Imagine North Lauderdale's Website". The browser's tabs show several open pages, including "Microsoft Office", "Mail - Charter", and "Imagine North Lauderdale's Website". The browser's search bar shows the text "Imagine North Lauderdale's Website". The browser's address bar shows the URL and the page title "Imagine North Lauderdale's Website". The browser's tabs show several open pages, including "Microsoft Office", "Mail - Charter", and "Imagine North Lauderdale's Website". The browser's search bar shows the text "Imagine North Lauderdale's Website".

Imagine North Lauderdale
Imagine Elementary at North Lauderdale Charter School

Home School Info Student/Parent Info Staff Contacts Governing Board Liaisons 21st CCLC

Search

Parents are encouraged to contact the school's Parent Liaison with any unresolved concerns.

Ashley Vellon - Title One Liaison
ashleyvellon@imageneschools.org

Ashley Vellon - Parent Satisfaction Committee Chair
ashleyvellon@imageneschools.org

Louise Burgess - Charter School Parent Liaison
louiseburgess@imageneschools.org

Important Information

- Family Handbook & Attendance Policy
- 2017 - 2018 Imagine Elementary at North Lauderdale Charter School Calendar
- Cafeteria Information
- Check Out Our Video Page!
- Governing Board Members
- Title I
- Wellness Policy
- USDA Discrimination Complaint Form
- Civil Rights Statement
- Contact Us

We are a "B" Rated School!

Imagine North Lauderdale's Parent Involvement Plan Outcome Data

Date	Event Name	Number of Activities	Number of Total Participants	Correlation to Student Achievement
8/16/2013	Title I Meet & Greet	1	300 Students and Parents	Boost parental involvement by welcoming students and parents to the 2013-2014 school year. Inform parents of Title I and School Improvement Grant-funded initiatives. Review school-wide rules and classroom procedures.
8/29/2013	Title I Open House & Annual Parent Meeting	1	52 Families	Boost parental involvement by welcoming students and parents and introducing school leaders, teachers, and instructional staff members. Inform parents of options for parental involvement, free tutoring, grade level expectations, assessment expectations, promotion criteria, and school-wide rules.
Monthly 2013-2014	Kids of Character Ceremony	10	23 Students Families were Invited to Attend	Recognize students for outstanding character, in alignment with the school-wide Positive Behavior Support program. Teachers give specific examples of how to portray focus character traits, which impact student academic performance. Additionally, each morning, the principal describes the actions of three students who have been caught demonstrating the focus trait around campus.
9/12/2013	Family Literacy Night	1	45 Families	Teach parents about 21st Century literacy, reading comprehension, and reading fluency.
11/13/2013 4/15/2014	Report Card and Conference Night	2	124 Conferences in the Fall and 88 Conferences in the Spring	The teachers conducted parent/teacher conferences. The principal began the session by reviewing important information about the FCAT, SAT 10, and other assessments.
11/21/2013	Cultural Night	1	38 Families	Each homeroom was responsible for creating a display that recognizes several different cultures. Parents and students were invited to participate in bringing items to represent that culture.
10/3/2013	FCAT Writing Night	1	27 Families	The families were given all of the appropriate grade-level rubrics. Additionally, the families were shown example Common Core Writing prompts.

Imagine North Lauderdale's Parent Involvement Plan Outcome Data

Date	Event Name	Number of Activities	Number of Total Participants	Correlation to Student Achievement
2/13/2014	FCAT Family Night	1	21 Families	The parents received information on each of the third-fifth grade FCAT tests. Additionally, they received test preparation information and were reminded about the FCAT boot camp that the school runs.
4/9/2014	Family Learning Night-Social Media and Book Fair	1	47 Families	The parents were taught how to access the school's social media sites which allow parents to access: school information, vocabulary words, and other helpful websites. Additionally, the parents learned how to access Myon, a digital library, at home.
Monthly 2014-2015	Board and Parent Advisory Council Meetings	8	Average of 10 Participants	Empower parents by providing curricular and assessment information. Seek input from parents on the planning and implementation of School Improvement initiatives. Train parents on data analysis and how to monitor action implementation.
8/28/2014	Title I Annual Parent Meeting	1	150 Families	Train Parents on using Home- School Communication tools to keep communication consistent and supportive.
10/2/2014	Family Literacy Night	1	59 Families	Train parents on ways to help students improve vocabulary acquisition and improve word analysis, fluency, and comprehension. Provide families information on how to access books and materials.
10/16/2014	Family Learning Night-Writing	1	52 Families	Train parents on ways to help students improve writing skills, as required by the Florida Standards. Provide families with information on how to access materials to support writing at home and to critique the quality of their child's writing.
12/4/2014 4/15/2015	Report Card and Conference Night	2	52 Conferences in the Winter and 157 in the Spring	Train parents on using data to evaluate their child's progress toward meeting promotion criteria. Provide activities to target student academic weakness.
12/17/2014	Holiday Show and Winter Break Learning	1	26 Families	Enjoy a performance and train parents on ways to encourage learning over Winter Break.

Imagine North Lauderdale's Parent Involvement Plan Outcome Data

Date	Event Name	Number of Activities	Number of Total Participants	Correlation to Student Achievement
2/19/2015 4/9/2015	Standardized Test Prep Night	2	52 Families	Train parents on grade level expectations and ways to help students improve standardized assessment scores. Provide families with test preparation materials.
Monthly 2015-2016	Board and Parent Advisory Council Meetings	8	Average of 10 Participants	Empower parents by providing curricular and assessment information. Seek input from parents on the planning and implementation of School Improvement initiatives. Train parents on data analysis and how to monitor action implementation.
9/4/2015	Title I Annual Parent Meeting	1	207 Families	Train parents on using Home- School Communication tools to keep communication consistent and supportive.
9/30/2015	Family Literacy Night	1	35 Families	Train parents on ways to help students improve vocabulary acquisition and improve word analysis, fluency, and comprehension. Provide families information on how to access books and materials.
10/21/2015	Family Learning Night- Writing	1	35 Families	Train parents on ways to help students improve writing skills, as required by the Florida Standards. Provide families with information on how to access materials to support writing at home and to critique the quality of their child's writing.
11/12/2015	Report Card and Conference Night	1	70 Families	Train parents on using data to evaluate their child's progress toward meeting promotion criteria. Provide activities to target student academic weakness.
1/2/2016	Standardized Test Prep Night	2	25 Families	Train parents on grade level expectations and ways to help students improve standardized assessment scores. Provide families with test preparation materials.
1/20/2016	Family Science Night	1	29 Families	Enjoy a performance and train parents on ways to encourage creativity at home.
6/8/2016	Summer Learning Challenge and Promotion/Retention Question and Answer Session	1	33	Train parents on using data to evaluate their child's progress toward meeting promotion criteria. Inform parents of ways to prevent summer learning loss.

Imagine North Lauderdale's Parent Involvement Plan Outcome Data

Date	Event Name	Number of Activities	Number of Total Participants	Correlation to Student Achievement
Monthly	Monthly Governing Board and Parent Advisory Council Meetings	8	Averages of 5 Participants	Empower parents by providing curricular and assessment information. Seek input from parents on the planning and implementation of School Improvement initiatives. Train parents on data analysis and how to monitor action implementation.
8/19/2016	Title I Meet & Greet	1	360 Families	Train parents on the Title I School-Parent-Student Compact and on using Home-School Communication tools (student agenda, Wednesday folder, and Class Dojo) to maintain regular and supportive communication.
9/8/2016	Title I Open House & Annual Parent Meeting	1	255 Families	Train parents on grade-level expectations, promotion and assessment criteria, the homework policy, and home-school communication tools (student agenda, Wednesday folder, and Class Dojo).
10/19/2016	Family Learning Night-Writing	1	35 Families	Train parents on ways to help students improve writing skills, as required by the Florida Standards. Provide families with information on how to access materials to support writing at home and to critique the quality of their child's writing.
11/17/2016	Report Card and Conference Night	2	Average of 225 Families per Event	Train parents on using data to evaluate their child's progress toward meeting promotion criteria. Provide activities to target student academic weakness.
12/20/2016	Shared Values Showcase & Winter Festival of Giving	1	145 Families	Train parents on Imagine North Lauderdale's Positive Character Develop initiatives and shared values. Showcase student work and performances.
12/21/2016	Family Literacy Night	1	35 Families	Train parents on ways to help students improve vocabulary acquisition and improve word analysis, fluency, and comprehension. Provide families information on how to access books and materials.
2/22/2017 3/15/2017 5/4/2017	Standardized Test Prep Night	3	45 Families	Train parents on grade level expectations and ways to help students improve standardized assessment scores. Provide families with test preparation materials.
6/7/2017 6/9/2017	Promotion/Retention Question and Answer Session, Summer School Orientation	2	50 Families	Train parents on using data to evaluate their child's progress toward meeting promotion criteria. Inform parents of ways to prevent summer learning loss, including Imagine North Lauderdale's Summer Learning Program.



Title I Family Writing Night

Did you Know...?

Children whose parents stay involved in their education earn better grades & test scores. They are also more likely to graduate from high school & higher education.

Imagine North Lauderdale's Parent Involvement Committee has planned a fun and informative evening of **WRITING**. Please attend our Family Writing Night and learn how to make writing with your young author a meaningful experience.

As part of our "Home Library Initiative", all students who attend will receive a free book!

Date: Wednesday, February 6, 2013

Time: 5:00-7:00 pm

Place: Imagine Charter at North Lauderdale Cafeteria



Title I Family Literacy & LLI Night



Date: Thursday, October 2, 2014

Time: 4:30-7:00 pm

Place: Begin in Imagine North Lauderdale's Cafeteria



Your child will be receiving LLI instruction reading instruction daily.

Please join us to learn about the program that your child will be participating in to become a better reader!

Child: _____ Teacher: _____



Imagine Elementary at North Lauderdale Charter School

September 1, 2015

Dear Parents and Guardians,

Parent Volunteers are very important to our students' success and we have a number of ways that you can help. Everyone has a gift and sharing that gift is a wonderful way to make a difference in our students' lives. Please check the areas that you are interested in helping and return the form to Mrs. Burgess in the front office. School staff will contact you to arrange for your assistance.

Child's Name: _____ Child's Teacher: _____

Volunteer's Name: _____ Phone #: _____

- Helping at Parent/Student Events _____
- Monitoring the Cafeteria during Lunch _____
- Helping to Maintain the Imagination Garden _____
- Volunteering with Late Pickup and Aftercare _____
- Photographing our school events _____
- Supplying school supplies _____
- Material Preparation _____



Thank you for your help!

Erin Kelly
Principal

IMAGINE ELEMENTARY AT NORTH LAUDERDALE CHARTER SCHOOL
1395 S. State Road 7 North Lauderdale, Florida 33068
Tele: 954-973-8900 Fax: 954-974-5588
www.imagineMI.org



Title I Parent Conference & FL Standards Night

Imagine North Lauderdale's teachers will be conducting Parent-Teacher Conferences and the Administrative Team will inform parents of Florida's Standards and testing/promotion requirements. Please stop by Imagine North Lauderdale in order to discuss your child's academic progress and learn tips to help him/her meet Florida's Languages Arts and Mathematics standards.

- **First, report to the cafeteria** to sign in and participate in the Administrative Team's Florida Standards presentation.
- **Then, head to your child's** classroom to conference with his/her teacher. Teachers will review your child's: baseline test data, goals for success, recent class work, and answer any of your questions.



Date: Monday, November 23, 2015

Time: The event will run from 3:45 to 7:00 pm

Place: Imagine Charter at North Lauderdale Cafeteria





Imagine Elementary at North Lauderdale Charter School

September 6, 2016

Dear Parents and Guardians,

Parent Volunteers are very important to our students' success and we have a number of ways that you can help. Everyone has a gift and sharing that gift is a wonderful way to make a difference in our students' lives. Please check the areas that you are interested in helping and return the form to Mrs. Burgess in the front office. School staff will contact you to arrange for your assistance.

Child's Name: _____ Child's Teacher: _____

Volunteer's Name: _____ Phone #: _____

- Helping at Parent/Student Events _____
- Monitoring the Cafeteria during Lunch _____
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- Volunteering with Late Pickup and Aftercare _____
- Photographing our school events _____
- Supplying school supplies _____
- Material Preparation _____



Thank you for your help!

Erin Kelly
Principal

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Tel: 954-973-8900 Fax: 954-974-5588
www.imagineFL.org



21st CCLC Imagine More Success - Let's Move!



Family Education Night

Date: Wednesday, October 19, 2016

Time: 6:15-7:30 pm

Place: Imagine North Lauderdale's Cafeteria

Schedule for the evening:

- 6:15-6:30pm:
 - **Updates about the 21st CCLC Saturday School Program**
 - Mrs. Ashley Vellon will present information about the 2016-2017 21st CCLC Saturday School program. Learn more about Saturday School components and program expectations.
- 6:30-7:30pm:
 - **The Importance of Attending School and the Long-Term Consequences of Absences**
 - Dr. Steve J. Rios is a longtime education advocate who has served on the Executive Committee of the Broward County Public Schools minority male success task force. He also is co-founder of Florida Reach, a network of child welfare and educational professionals dedicated to helping foster children reach their higher education goals. He will share with us all how to set support your student's attendance in school.

Parent Reminders:

- Attend this event to fulfill participation in 75% of required Family Learning/Education Night events.
- In order for your student to stay on campus with you, it is important for you to fill out the bottom portion of this sheet and have your child return it to his/her 21st CCLC teacher or the front desk. If your child does not turn in this sheet, he or she must go home the usual way.

Student Name: _____

Parents of 21st CCLC Bus Riders:

In order to stay for the event, please fill out and return this portion of the flier.

_____ I would like my child to stay at school, rather than get on the bus, on **Wednesday, October 19, 2016** because I will come to school at **6:00pm** to attend the Family Learning Night.

OR

_____ I would like my child to ride the bus home, rather than stay for the Family Learning Night, on **Wednesday, October 19, 2016** because I cannot attend the event.

Parents of Car Riders and Walkers: Your child will be waiting at his/her regular dismissal spot for you. Upon your arrival, your child will be released to you in order to attend the event.

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Attachments –Organizational Performance Attachments

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational, Financial, and Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance Attachments

	<u>Page(s)</u>
<input checked="" type="checkbox"/> Student Enrollment Reports	1-26
<input checked="" type="checkbox"/> Discipline Reporting (Each Category, Prior 5 Years)	27-38
<input checked="" type="checkbox"/> Staffing Reports	39-51
<input checked="" type="checkbox"/> Certification Self-Audits	52-55
<input checked="" type="checkbox"/> Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.	56-65
<i>(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)</i>	
<input checked="" type="checkbox"/> Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S. (66)	
<input checked="" type="checkbox"/> Sample of School Newsletters Requesting Parental Involvement	67-78

Financial Performance Documents Not Attached

- ☐ **Copy of Registration Forms in Parent's Primary Language (English plus top 3) - On File in Charter Tools**
- ☐ **Comprehensive Emergency/Evacuation Plans - On File in Charter Tools**
- ☐ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**
- ☐ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan - On File in Charter Tools**



Imagine Elementary at North Lauderdale Charter School

January 11, 2017

Dear Adult Family Member,

Imagine Elementary at North Lauderdale Charter School receives yearly Title I funds. These funds help the school to hire additional highly-qualified staff members and pay for supplies like Agendas and Wednesday folders. Another way the school uses the funds is to pay for the admission of three parents to the Title I Annual Parent Seminar. This meeting will be held at the Signature Grand Hotel in Davie, Florida on January 28, 2017 from 7:30am-3:00pm. This year, as well as learning how to support your student's education, the Guest Speaker at the event will be Mr. Hill Harper. Mr. Hill Harper is an accomplished actor, best-selling artist, philanthropist, and motivational speaker. Broward County's Title I Department worked hard to plan an informative meeting for parents across the district.

As the Title I Liaison, I would like to invite you to attend this event. Please turn in the registration to the event as soon as possible, as the registration is first-come, first-serve. The first three parents who submit the registration form will be able to attend the event. You or your child can submit the registration to Mrs. Burgess at the front desk or to your child's homeroom teacher. The registration is for you only, and does not include children or other adults at home. If you have any questions, please feel free to contact Ashley Vellon at the school at 954-973-8900.

Thank you,

Ashley Vellon

Assistant Principal and Title I Liaison



Imagine North Lauderdale's Title I Family Event **Parent Input and Standardized Test Night**



Date: Wednesday, March 15, 2017
Place: Imagine North Lauderdale's Cafeteria

5:00-6:00pm

**Parent Input into the Parent Involvement Plan and Title I Compact
Title I Parent Survey**

6:00-7:00pm

Standardized Test and Promotion Criteria Overview

Did you Know...?

Parental input is imperative to your student's academic success. The Imagine North Lauderdale leaders need your input to plan for next year. Our goal is to make Imagine North Lauderdale meet student and parent needs in the best way possible, so your input is important.

Children whose parents stay involved in their education earn better grades & test scores. They are also more likely to graduate from high school & college.

Please attend our Family Night to:

- Give ideas and input to help improve our school
- Learn what criteria your child must meet for promotion
- Review our Testing Calendar & learn which standardized assessments your child will must take
- Preview the standardized tests your child must pass
- Discover Extended Learning Opportunities we offer to support your child's academic growth



Imagine Elementary at North Lauderdale Charter School

November 30, 2017

Dear 21st CCLC Adult Family Members,

Thank you for your active involvement in your child's schooling and academic achievement. Regular attendance in the 21st CCLC program will assist your child in achieving learning gains in both reading and math. As we continue to develop the program and plan for the remainder of the year, we would love your input during this year's first 21st CCLC Advisory Board meeting. The meeting will take place on Wednesday, December 6, 2017 in the cafeteria from 5:15-6:00pm. Please attend the meeting to learn about program updates and to give your input into the program components. The agenda is listed below. **If you plan to attend, please fill out the slip below and return it with your student. Your student will be excused from the 21st CCLC class to also attend the meeting.**

If you have any questions, please contact me at Ashley.Vellon@imageschools.org or at 954-973-8900.

Advisory Board Meeting

Location: Cafeteria

Date: Wednesday, December 6, 2017

Time: 5:15-6:00pm

Agenda Items

1. Scheduling
2. Enrollment
3. Family Nights
4. Program Updates
5. Deliverables Update
6. Community Input

Fill out and return to the front office or your child's homeroom teacher if you plan to attend the Advisory Board Meeting.

Student Name: _____

Adult Family Member Name (s): _____

Phone Number: _____

IMAGINE ELEMENTARY AT NORTH LAUDERDALE CHARTER SCHOOL

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