IMAGINE SCHOOLS STUDENTS

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

Students are expected to work hard, to grow to the limits of their capabilities, and then exceed them. Students are also expected to behave in ways that reflect integrity and justice. Independent learners take full responsibility for their own learning. Our learners are curious about the world around them and examine multiple solutions to make intelligent deductions. Independent learners strive for measurable progress and chart their accomplishments and failures. Our students persist to understand concepts and welcome feedback from those teaching them. They are self-motivated for personal achievement and take responsibility for their learning outcomes.

ACQUIRE

ESTABLISH

Embrace a culture of high academic and character expectations.

EQUIP

Develop academic and character habits to increase learning opportunities.

ENGAGE

Apply critical thinking and problem-solving strategies.

EVALUATE

Become an independent, self-directed learner.

OWN

ESTABLISH

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

EQUIP

Internalize information and learning structures for clarity and comprehension.

ENGAGE

Demonstrate pursuit of excellence through the feedback process.

EVALUATE

Reflect with others on personal academic and character growth.

IMAGINE STUDENTS ACQUIRE THEIR EDUCATION

ESTABLISH

Embrace a culture of high academic and character expectations.

Imagine students develop a growth mindset regarding academic achievement. They commit to the diligent efforts necessary to be outstanding persons of purpose and virtue. Students are taught to understand and apply the Shared Values of Integrity, Justice, and Fun to their school experience.

Outcomes

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

Required Tools to Establish High Academic and Character Expectations

Vision and mission statements, previous year's Character Survey results, Student Success Plan goals

EQUIP

Develop academic and character habits to increase learning opportunities.

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

Outcomes

Classroom procedures set expectations during academic activities. Classroom procedures direct transition times and routines. Students understand and practice habits that maximize learning productivity within and beyond the school walls.

Required Tools to Equip with Academic and Character Habits

Student contracts, Student Success Plan, communication folder (homework/agenda books) rubrics for routines

ENGAGE

Apply critical thinking and problem-solving strategies.

Imagine students generate and test hypotheses through experimental inquiry, problem solving, systematic analysis, and investigation. Students engage in critical thinking, including analysis and evaluation, to deepen their understanding.

Outcomes

Students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches.

Required Tools to Engage in Critical Thinking and Problem Solving

Graphic organizers and frames, Imagine Schools Curriculum Guide

EVALUATE

Become an independent, self-directed learner.

Imagine students connect prior knowledge with present learning. Students routinely revisit and consider the "bigger picture" of what they are learning. Critical thinking is the vehicle by which students find solutions for questions, problems, challenges, and experiments. By successfully employing study skills and habits, students become increasingly curious and discover how to be self-starters.

Outcomes

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

Required Tools to Evaluate Student Self-directedness

Student reflection forms and journals, Self-assessment sheet, Peer assessment sheet, tracking logs, data reports, Imagine Survey results, student portfolios

IMAGINE STUDENTS OWN THEIR EDUCATION

ESTABLISH

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

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

Outcomes

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

Required Tools to Establish Personalized Learning Plans

Student Success Plan Goal page, previous year's report card, Moral and Performance Character Standards

EQUIP

Internalize information and learning structures for clarity and comprehension.

Imagine students use information and learning structures to make abstract concepts clear. Students have access to graphic organizers and other tools to help them understand, organize, and recall important concepts or content. Students are given ample opportunities to internalize knowledge through close reading, engaging in the writing process, and practicing for mastery.

Outcomes

Students employ learning tools as they do their work. Students internalize knowledge through comprehending text, engaging in the writing process, and studying and mastering content. Resources such as anchor charts are used as reminders of essential learning processes. Students are equipped to contribute to rich discussions guided by specific structures to maximize learning.

Required Tools to Equip with Learning Structures

Anchor charts, journals, collaborative structures, graphic organizers, discussion frames, word walls

ENGAGE

Demonstrate pursuit of excellence through the feedback process.

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

Outcomes

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

Required Tools to Engage in Effective Feedback

Feedback frames and anchor charts, rubrics, procedure charts, Listening and Speaking Standards, data chat forms

EVALUATE

Reflect with others on personal academic and character growth.

Imagine students build confidence and ownership through clear communication of student data and progress on goals. Student performance and progress is visible, accessible, and clear. Students can create test analysis charts with three sections: "my strengths, "quick review," and "further study." Students review their work over time, reflecting on their growth and setting goals for future learning. Students share these reflections with others who can provide continual insight into progress.

Outcomes

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

Required Tools to Evaluate Academic and Character Growth

Portfolio forms, data reports, Character Evaluation feedback, report cards, student tracking logs, Self-assessment sheet, Peer assessment sheet