FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

Cherokee School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Cherokee School	District Name: Orange County Public Schools
Principal: Carol-Ann Clenton-Martin	Superintendent: Dr. Barbara Jenkins
SAC Chair: Sarah Morales	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Carol-Ann Clenton-Martin	B.A. in Psychology, Florida International University M.S. in Varying Exceptionalities, Barry University Certifications: Varying Exceptionalities K-12, Educational Leadership K-12, School Principal K-12.	0	7	2008-2009: 77% AYP 2009-2010: 79% AYP 2010-2011: 79% AYP 2011-2012: School Grade: B
Assistant Principal	Clark-Ann Connie Kretz	B.S. in Elementary Education K-6, University of Central Florida M.Ed in Educational Leadership K-12, Stetson University FL Certifications: Educational Leadership K-12, Elementary Ed. K-6, ESOL K-12; National Certification: NBPTS: Middle Childhood Generalist	0	0	2008-2009: School Grade: A; ~ 97% AYP 2009-2010: School Grade: A; ~ 95% AYP 2010-2011: School Grade: A; ~ 95% AYP 2011-2012: School Grade: A

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Marie Brancato	Elementary Education 1-6, Exceptional Student Education K-12, Reading Endorsement	12	11	Our school was non-graded for the 2011-2012 school year. 2010-2011 85% of the criteria for the school year AYP was met. 16% of the students scored Level 3 or above in Reading. 7% of the students scored Level 3 or above in Math.

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. At Cherokee, we work closely with our certification department to ensure that we interview teachers that are categorized as highly qualified for our school setting.	Carol-Ann Clenton-Martin, principal	June 2013
2. Mentoring in accordance with the OCPS Beginning Teacher Induction program, in which qualified veteran teachers are assigned to mentor and coach new teachers. Mentors meet regularly with new teachers to provide ideas/recommendations/resources to provide strategies, guidance and professional development.	Carol-Ann Clenton-Martin, principal ; Connie Kretz, assistant principal; Marie Brancato, CRT; Dr. Chris Shirk, teacher leader Hilary Faustmann, teacher leader	June 2013
3. At Cherokee, teachers will be engaged in problem solving and decision making regarding school problems.	Carol-Ann Clenton-Martin, principal	June 2013
4. Professional Development is provided to Cherokee staff members on all new initiatives (Arts Integration) and continuing programs (PLCs, Marzano Teaching Strategies, Technology Integration, etc.) PD is provided whole group, small group, and on an individual basis.	Carol-Ann Clenton-Martin, principal; Connie Kretz, Assistant principal; Marie Brancato, CRT; Teacher Leaders	June 2013
5. Incorporate use of Interactive Notebooks as part of our College Readiness Plan in order to deepen the students learning. PD is provided whole, small group, and individually.	Carol-Ann Clenton-Martin, principal; College Destination Specialist, Melanie Simmons;	June 2013

6. Implementation of a structured RtI-A and RtI-B plan providing guidance to teachers on data analysis and prescription of interventions. PD is given whole group, small group, and individually.	Carol-Ann Clenton-Martin, principal; Connie Kretz, assistant principal; Marie Brancato, CRT; behavior specialists	June 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0) teachers have a less than effective and 0% (0) are teaching out of field.	Teachers will receive professional development in Marzano's teaching strategies. Teachers will receive professional development in establishing and maintaining effective PLC's. Teachers will receive professional development and ongoing support for Arts Integration. Teachers will receive professional development on classroom management. Teachers will receive professional development on utilizing technology to enhance instruction.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
26	46% (12)	35% (9)	15% (4)	4% (1)	46% (12)	100% (26)	4% (1)	4% (1)	12% (3)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Chris Shirk Clinical Educator training will be completed on 11/8/12.	Karen Alexander	Both are teachers of EBD students. Karen Alexander is new teacher that is new to Florida and to Cherokee School.	**Curriculum support** - The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities.
Dr. Chris Shirk Clinical Educator training will be completed on 11/8/12.	Joseph Burnett	Both are teachers of EBD students. Joseph Burnett is new to OCPS and Cherokee School.	**Curriculum support** - The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities.
Hilary Faustmann Clinical Educator training will be completed on 12/13/12.	Jacqueline Goodwin	Both are teachers of EBD students. Jacqueline Goodwin is new to Cherokee School.	**Curriculum support** - The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities.
Hilary Faustmann Clinical Educator training will be completed on 12/13/12.	Phoenix Ladd	Both are teachers of EBD students. Phoenix Ladd taught at Cherokee School on a temporary contract in 2011-2012 and is a new annual contract teacher this year to Cherokee School.	**Curriculum support** - The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities.

Seema Akram Clinical Educator training will be completed on 1/13/13.	James Timbers	Both are teachers of EBD students. James Timbers is new to Florida and to Cherokee School.	Curriculum support - The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities.

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Title I funds are used to: *promote and improve parental involvement *provide for staff development/professional learning materials and training opportunities *acquire technology tools, including hardware and software to support additional remediation for students *increase and update the media center's collections of books and instructional support materials *provide necessary educational supplies for engaging classroom instruction
Title I, Part C- Migrant The Parent Liaison provides information about services and support to parents and students. The SAFE Coordinator coordinates with Title I. and other programs to ensure that the student needs are met.

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Title I, Part D The school's SAFE Coordinator, Mental Health Counselors, and Behavioral Specialists work with students through small groups and individual counseling.
Title II Effective and highly qualified teachers learn and implement strategies through professional development to ensure that all of our ESE students are successful.
Title III The District provides trainings, materials and support services to enhance the learning opportunities for ELL students.
Title X- Homeless Social Worker works with the district on behalf of the school to provide resources (clothing, supplies, programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. SAFE coordinator identifies students and works with families to find shelter, clothing and food as needed.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs SAFE – PLEAD parent program facilitates all student non-academic assistance programs and deals with family issues; foster care liaison and homeless liaison providing hygiene, food, clothing, etc. School administration oversees enforcement of bullying and harassment policy.
Nutrition Programs
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.
Identify the school-based MTSS Leadership Team. The team members are as follows:

Carol-Ann Clenton-Martin, principal: Provides common vision for the use of data-based decision making, ensures that the school based team is implementing RtI-A and RtI-B, ensures implementation of intervention support, and ensures highly qualified staff are in place and supported.

Clark-Ann Connie Kretz, assistant principal: Supports common vision and provides additional support to Principal to ensure that needs are met in the area of scheduling, staff, and needed professional development.

Sonia Troupe, administrative dean: Provides information on student behavioral data, prior history of behavior, and monitors behavioral interventions that are being implemented.

Marie Brancato, CRT; Provides information on student academic performance, prior history of academic data, and provides needed materials and professional development to meet student intervention needs.

Marc D'Antin, behavior specialist: Provides information on the interventions being implemented by the Behavior Management team, provides guidance to classroom teachers in behavior management through professional development.

Heather Anderson, social worker: Provides background information on families, provides attendance data and provides follow up with families when needed.

Kristina Cook-Williams, SAFE Coordinator: SAFE coordinator- Provides information and interventions to support student emotionally, behaviorally, and physically through community agencies and in school programs.

Dawn Romito, placement specialist: Provides information on assessments, prior history of intervention, immediate needs, and collaborates with ESE teachers to provide appropriate services.

Monica Watson, attendance clerk: Provides constant monitoring of students' attendance, works closely with school social worker to monitor truancy and tardiness.

Tamara Wellon, parent liaison: Oversees parental involvement at the school; constantly updates parent contact information, maintains contact with parents and provides resources to students and families, implements parent orientations and parenting classes and provides background information on families.

Alan Babcock, school psychologist: Provides clinical expertise on the behaviors of students, provides cognitive assessments and screenings, analyzes psycho-educational reports and makes recommendations to the MTSS leadership team.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to

organize/coordinate MTSS efforts?

The team developed a weekly meeting schedule (every Thursday at 1:30pm in the small cafeteria) that allows time to process data and address multi-tiered instruction/intervention in both the RtI-A (academics) and RtI-B (behavior) for all students. The school team identifies school-wide, grade level, and classroom data to drive instruction decision making. During the meeting, the team discusses all Tier 3 students at length keeping detailed notes of all input and making adjustments to planned interventions with the students. If the planned interventions do not work, then the team calls a Response Team Meeting to discuss and develop a specific plan of action to help the student be successful.

To implement and coordinate the school's RtI efforts, the team will meet on a monthly basis to review student data, social issues, new students, identify student success, students who may be ready to begin the transition process, and students who are not progressing. The team will make decisions based on aggressive research and analysis of data to identify students' needs and data driven intervention to satisfy these needs. Discussion will determine if there is a need for professional development, program implementations, adjustment of schedules, or community service involvement. The team will also analyze, monitor progress, and make accommodations as needed based on data.

The RtI team works in conjunction with other school teams to provide appropriate interventions, and assistance in selecting strategies based on student needs. The RtI team also provides guidance, information, and support with data interpretation. The School Safe Coordinator is the MTSS leadership team minutes recorder and takes detailed notes on each of the Tier 3 students that can be referred back to at any given time. All students' progress is analyzed at length to determine the effectiveness of both academic and behavioral strategies being used. Regular MTSS meetings are every Thursday and Response Team Meetings occur as needed.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The school team identifies school-wide, grade level, and classroom data to identify professional development needs of staff for the School Improvement Plan. The Behavior Management Program was implemented school wide in order to promote positive behavior in all students while creating a response system that promotes learning in the classroom. With the information from these teams, and the input from the RtI Leadership Team, the SIP was developed and followed through.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Orange County Public Schools District Benchmark Assessments, Classroom Assessments and tests created in the reading programs at the school. Behavior is tracked using the Cherokee Behavior Management point sheets and ABI forms which are analyzed at the end of every Thursday to determine the phases the students have achieved for that specific week. Students earn attending weekly clubs and other privileges by earning higher levels of phases. Students have a set number of "Take a Break" cards they can use to remove themselves from the situation before it escalates. Students can ask to take a walk when they are becoming agitated. All staff is trained in Professional Crisis Management so they can assist the children with de-escalation.

Midyear: FAIR, OCPS District Benchmark Assessments, Classroom assessments, and Behavior Management work sheets. MTSS behavior specialist Marc

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D'Antin will graph behavior data using student data collection work sheets to determine if there are spikes of behavior occurring at specific times of the day to determine antecedents, as needed.   End of Year: FAIR, PMRN, OCPS District Benchmark Assessments, and FCAT Frequency of Data Days: Twice a month for data analysis, and Behavior Management point sheets.
Describe the plan to train staff on MTSS.   Cherokee School staff will initially receive an overview training of RtI-A and RtI-B provided by the admin and behavior teams. Furthermore, professional development will be provided during common planning time. Online options will be provided as needed. Professional development needs will be revised and adjusted as needed.
Describe the plan to support MTSS.   After the overview training and follow-up trainings, teachers are given protected time to analyze grade level and classroom data with coaching assistance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The team members are Clark-Ann Connie Kretz, assistant principal; Marie Brancato, CRT; Elizabeth Beatty, Media Specialist; Sanyette McKee, behavior specialist; Humbelina Sabangan, K-2 classroom teacher; Seema Akram, third grade teacher; and Karen Alexander, sixth grade teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Literacy Leadership Team meets once a month and at its first meeting of the year makes a plan for its topics based upon school data and school wide concerns from the prior year. Team members are charged with conveying information to their respective PLC teams and bringing input/feedback to the next meeting. The Literacy Leadership Team will function as a PLC to examine ways they can support the grade-level PLC's in their work with interventions and Professional Development needs.   The team will initiate and support school-wide activities that will enhance Reading and Language Arts across the curriculum in conjunction with Arts Integration. Among these activities will be the Young Authors Conference at the end of the school year; Accelerated Reading initiatives throughout the year; Accelerated Reader monitoring throughout the year; quarterly Read-At-Home initiatives and celebrations; quarterly publication of The Talking Stick to showcase student writing; arts integrated activities coordinated with reading and language arts throughout the year; Sunshine State read-alouds in classrooms to involve the students in the voting; library development to increase the number of high interest, low-readability books available.
What will be the major initiatives of the LLT this year?   Major initiatives this school year will be integrating the arts into reading and other curriculum areas in addition to finding ways to increase the amount of reading that students do school wide, within disciplines and in each class, brain-based research, Celebrate Literacy Week and Common Assessments. The Literacy Leadership Team will develop initiatives that will increase parent involvement in family reading and using the library. Among these are quarterly Read-At-Home initiatives and celebrations; Book Fairs involving families and the community; and Accelerated Reader reports sent home.

Public School Choice
- **Supplemental Educational Services (SES) Notification**

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

The administration has succinctly outlined their expectations that all teachers will teach reading strategies within their subject area content. In-service training will be provided throughout the year at the school site, focusing on appropriate reading strategies. The Literacy Leadership Team will provide reading strategies to all of the teachers that they can use in their content areas.

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

NA

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Students have intensive behaviors which are so extreme they can interfere with learning. Students are easily distracted.	1A.1. Provide opportunities to increase students engagement and learning by utilizing Arts Integration. Programs include: Drum Magic, ABC Music and Me; Dramatic Learning; and Step Club.	1A.1. Teachers, Media Specialist, CRT, Administration,	1A.1. Progress Monitoring through Benchmark Assessments; teacher observations; analysis of student work sheets to determine the effects of the arts on behavior.	1A.1. Progress Monitoring through Benchmark Assessments, DRA assessment program results, student portfolios, i-Observation data, Behavior Data (student worksheets)
Reading Goal #1A: 7% (4) of the students scored at a Level 3 on the 2012 FCAT reading test. Our goal for the 2012-2013 school year is that 12% (6) or more of our students taking the FCAT reading test will score a level three on the 2013 reading FCAT.	2012 Current Level of Performance:* *7% (4)*	2013 Expected Level of Performance:* *12% (6)*					
			1A.2. Many students have limited vocabulary	1A.2. Expose students to meaningful vocabulary instruction Teachers will effectively use interactive word walls; Professional Development in strategies to teach vocabulary; Enrich student vocabulary through literature and arts integration;	1A.2. Administration, CRT, Media Specialist, classroom teachers	1A.2. Evaluation of student data in PLC's	1A.2. Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results, student portfolios, i-observation data, Behavior Data (student worksheets and other RtI-B reports)
			1A.3. Preparation for the Common Core Standards implementation in Reading/Language Arts, beginning the use of Common Core Shifts in current lesson planning, as well as continuing to work with NGSSS has created a challenging learning curve for the teachers.	1A.3. Provide Professional Development as outlined by the district for each grade level; give the teachers the opportunity to attend district trainings in Common Core implementation; provide PLC's with the opportunity to develop cooperative teams to learn about the Common Core standards with regards to the timeline of implementation.	1A.3. CRT; Administration	1A.3. Directing and Monitoring PLC activities focused on Common Core implementation or readiness for implementation; monitor lesson plans for Common Core strategies	1A.3. Maintain records of Professional Development opportunities at school and with the district; PLC agendas and notes; lesson plan data;

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*
Reading Goal #1B: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Limited instructional time due to students due to students' emotional, behavioral disorders and medical conditions.	2A.1 Increase instructional time. Increase rigor within the instruction.	2A.1. Principal, Assistant Principal CRT, Reading Coach, classroom teachers	2A.1. Teachers will monitor student growth; Classroom observations, classroom visits, lesson plans	2A.1. FAIR data; DRA data; iObservation data, copies of lesson plans, teacher evaluations; student, parent, teacher feedback
Reading Goal #2A: 3.5% (2) of the students scored at a Level 4 or higher on the 2012 FCAT reading test. Our goal for the 2012-2013 school year is that 7% (2) or more of our students taking the FCAT reading test will score a level three on the 2013 reading FCAT.	2012 Current Level of Performance:* *3.5% (2)*	2013 Expected Level of Performance:* *7% (2)*					
			2A.2. Time and commitment required for successful implementation of enrichment activities as interventions.	2A.2. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the reading students achieving above proficiency and plan enrichment for these students	2A.2. Principal, Assistant Principal classroom teachers	2A.2. Grade level interventions plan, classroom visits, lesson plans	2A.2. Informal teacher observation documentation, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations
			2A.3. Inconsistent implementation in the use of Thinking Maps and graphic organizers.	2A.3. Expand use of Thinking Maps and Graphic Organizers to promote concept building, reflective thinking, creativity, and clarity of information	2A.3. Principal, Assistant Principal, CRT	2A.3. Review lesson plans and conduct informal observations to ensure implementation	2A.3. District Mini-assessments, Teacher Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. *N/A*	2B.1. *N/A*	2B.1. *N/A*	2B.1. *N/A*	2B.1. *N/A*
Reading Goal #2B: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students have not developed grade level reading skills and are not progressing on pace to become on grade level.	3A.1.. Model and encourage the use of literacy strategies in all content areas. Certified reading teachers will identify students' weaknesses and will provide remedial instruction using research-based materials for instruction.	3A.1.. Reading coach, classroom teachers	3A.1. FAIR assessments; DRA progress monitoring assessments; Language Literacy Team will determine how to best meet the needs of these learners.	3A.1. FAIR, DRA, FCAT
Reading Goal #3A: 30% (17) of the students taking the 2012 FCAT Reading made reading learning gains.	2012 Current Level of Performance:* *30% (17)*	2013 Expected Level of Performance:* *35% (18)*					
Our goal for the 2012-2013 school year is that 35% (18) of all students make learning gains on the 2012 reading FCAT.			3A.2. Preparation for the Common Core Standards implementation in Reading/Language Arts, beginning the use of Common Core Shifts in current lesson planning, as well as continuing to work with NGSSS has created a challenging learning curve for the teachers.	13A.2. Provide Professional Development as outlined by the district for each grade level; give the teachers the opportunity to attend district trainings in Common Core implementation; provide PLC's with the opportunity to develop cooperative teams to learn about the Common Core standards with regards to the timeline of implementation.	13A.2 CRT; Administration	3A.2 Directing and Monitoring PLC activities focused on Common Core implementation or readiness for implementation; monitor lesson plans for Common Core strategies	3A.2. Maintain records of Professional Development opportunities at school and with the district; PLC agendas and notes; lesson plan data;
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Reading Goal #3B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Many students have limited vocabulary	4A.1 Expose students to meaningful vocabulary instruction Teachers will effectively use interactive word walls; Professional Development in strategies to teach vocabulary; Enrich student vocabulary through literature and arts integration;	4A.1 Administration, CRT, Media Specialist, classroom teachers	4A.1 Evaluation of student data in PLC's	4A.1 Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results, student portfolios, i-observation data, Behavior Data (student worksheets and other RtI-B reports)
Reading Goal #4: **8% (1) of the students in the lowest 25% made learning gains on the 2012 FCAT reading exam.** Our goal for the 2012-2013 school year is that 25% (2) of our students in the lowest 25% on reading will make learning gains on the 2013 reading FCAT.	2012 Current Level of Performance:* *8% (1)*	2013 Expected Level of Performance:* *25% (2)*					
			4A.2 Students lack prerequisite skills in reading and do not need read with fluency and lack comprehension skills.	4A.2 Model and encourage the use of literacy strategies in all content areas Use grade-level instructional reading materials for all core curricula with differentiated instruction as needed in the reading block, intervention period, or in other academic areas.	4.A.2. Teachers, Media Specialist, CRT, Administration, Behavior Specialists	4A.2 Progress Monitoring through Benchmark Assessments; Core program assessments; teacher observations;	4A.2 Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results,
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**2012 Target AMO in reading is 16%.**	**2013 Target AMO in reading is 23%.**	**2014 Target AMO in reading is 31%.**	**2015 Target AMO in reading is 39%.**	**2016 Target AMO in reading is 46%.**	**2017 Target AMO in reading is 54%.**
Reading Goal #5A: In six years, Cherokee School will reduce our achievement gap in reading by 50%. In the 2012 Reading FCAT, 10% scored at the proficient/satisfactory level on the 2012 FCAT reading exam. Our goal for the 2012-2013 school year is that 23% of our students will score at the proficient/satisfactory level on the 2013 FCAT reading exam.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Many students have limited vocabulary	5B.1. Expose students to meaningful vocabulary instruction Teachers will effectively use interactive word walls; Professional Development in strategies to teach vocabulary; Enrich student vocabulary through literature and arts integration;	5B.1. Administration, CRT, Media Specialist, classroom teachers	5B.1. Evaluation of student data in PLC's	5B.1. Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results, student portfolios, i-observation data, Behavior Data (student worksheets and other RtI-B reports)	
Reading Goal #5B: In six years, Cherokee School will reduce our achievement gap in reading by 50%. In the 2012 Reading FCAT, 10% of our Black students scored at the proficient/satisfactory level on the 2012 FCAT reading exam. Our goal for the 2012-2013 school year is that 26% of our Black students will score at the proficient/satisfactory level on the 2013 FCAT reading exam.	2012 Current Level of Performance:* N/A White: Black: 10% Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* N/A White: Black: 26% Hispanic: Asian: American Indian:						
		5B.2. Students are easily distracted and lack engagement in the learning.	5B.2. Incorporate Arts Integration into the curriculum to increase student engagement by using all of the senses and learning modalities.	5B.2. Principal, Assistant Principal, CRT, A.I. specialist teachers	5B.2. Classroom visits, lesson plans, student point sheets	5B.2. iObservation data, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students have limited exposure to spoken and written English at home.	5C.1. Students will be provided with access to technology, computer programs that have audio/written components that are district approved web-based programs; ESOL materials; reading materials; and curriculum resources.	5C.1. Teachers, CRT, Reading Coach	5C.1. ESOL Checklist Progress Book/Grades	5C.1. ESOL Checklist
Reading Goal #5C: 7% (1) of the ELL students taking the 2012 FCAT Reading made satisfactory reading progress. Our goal for the 2012-2013 school year is that 25% (2) of all students make learning gains on the 2012 reading FCAT.	2012 Current Level of Performance:* *7% (1)*	2013 Expected Level of Performance:* *25% (2)*					
			5C.2. Students have not achieved grade level proficiency in reading.	5C.2. Students will be provided with leveled reading resources, books and materials.	5C.2. Teachers, CRT, Reading Coach	5C.2. CELLA Rubrics: Speech Functions Story Retelling Personal Opinion Graph Interpretations	5C.2. CELLA
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Students have intensive behaviors which are so extreme they can interfere with learning. Students are easily distracted.	5D.2. Provide opportunities to increase students engagement and learning by utilizing Arts Integration. Programs include: Drum Magic, ABC Music and Me; Dramatic Learning; and Step Club.	5D.3. Teachers, Media Specialist, CRT, Administration,	5D.4. Progress Monitoring through Benchmark Assessments;; teacher observations; analysis of student work sheets to determine the effects of the arts on behavior.	5D.5. Progress Monitoring through Benchmark Assessments, DRA assessment program results, student portfolios, i-Observation data, Behavior Data (student worksheets)
Reading Goal #5D: 11% (5) of the SWD students scored a 3 or higher on the 2012 FCAT reading exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 19% (6) of the SWD students will score a level 3 or higher on the 2013 reading FCAT.	2012 Current Level of Performance:* *11% (5)*	2013 Expected Level of Performance:* *19% (6)*					
			5D.2. Students lack prerequisite skills in reading and do not need read with fluency and lack comprehension skills.	5D.2. Model and encourage the use of literacy strategies in all content areas Use grade-level instructional reading materials for all core curricula with differentiated instruction as needed in the reading block, intervention period, or in other academic areas.	5D.2. Teachers, Media Specialist, CRT, Administration, Behavior Specialists	5D.2. Progress Monitoring through Benchmark Assessments; Core program assessments; teacher observations;	5D.2. Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results,
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. <u>Reading Goal #5E:</u> 11% (5) of the Economically Disadvantaged students scored a 3 or higher on the 2012 FCAT reading exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 19% (6) of the Economically Disadvantaged students will score a level 3 or higher on the 2013 reading FCAT. **2012 Current Level of Performance:*** _11% (5)_ **2013 Expected Level of Performance:*** _19% (6)_	5E.1. Students are easily distracted and lack engagement in the learning.	5E.1. Incorporate Arts Integration into the curriculum to increase student engagement by using all of the senses and learning modalities.	5E.1. Principal, Assistant Principal, CRT, A.I. specialist teachers	5E.1. Classroom visits, lesson plans, student point sheets	5E.1. iObservation data, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations
	5E.2. High percentage of new teachers that are inexperienced in working with children living in poverty.	5E.2. Provide Ruby Payne training and professional development to instructional staff to help them gain a deeper understanding of children and families living in poverty.	5E.2. Assistant principal, CRT	5E.2. Classroom visits, sign in sheet for Ruby Payne training, informal and formal teacher observations	5E.2. PD sign in sheet; teacher observation data
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Design Questions 1, 6, 2, 5, 7, 8	All teachers	Principal, Assistant Principal	All teachers	October 2012 Ongoing	i-Observation	Leadership Team
Incorporating Arts Integration	K-7	Dr. Mary Palmer CRT	All teachers and paraprofessionals	August 2012; September 2012; October 2012; ongoing	i-Observation, lesson plans	Leadership Team
Professional Learning Communities (DuFour methodology)	All teachers	Assistant Principal	All teachers and support instructional staff	October 2012 Ongoing	Weekly PLC meetings	Leadership Team; PLC Facilitators
DRA Assessment Administration Training	K-7	CRT	All teachers	November 2012 Ongoing	PLC meetings	CRT; PLC Facilitators
District and school based professional development opportunities	K-7	CRT Reading Coach District Staff	Content area PLC members/teachers	2012-2013 School Year PLC meetings are held weekly beginning in Nov. 2012 (ongoing)	Meeting minutes Data Analysis/ Progress Monitoring	CRT; PLC Facilitators; Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DRA	DRA Reading Assessment Kits	General Fund and Title I Fund	$1,268.91
DRA Progress Monitoring	DRA Progress Monitoring Kits	General Fund and Title I Fund	$ 943.96
			Subtotal: $ 2,212.87
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Incorporating Arts Integration	Consultant: Dr. Mary Palmer	General Fund and Title I Fund	$6,500.00
Marzano Teaching Strategies	Printing (handouts)	General Fund and Title I	$ 50.00
			Subtotal: $6,550.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $8,762.87

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: *To increase the number of students scoring proficient to 50% (4).*	2012 Current Percent of Students Proficient in Listening/Speaking: *21% (3)*	1.1. Students have not achieved grade level proficiency in reading.	1.1. Students will be provided with leveled reading resources, books and materials.	1.1. Teachers, CRT, Reading Coach	1.1. CELLA Rubrics: Speech Functions Story Retelling Personal Opinion Graph Interpretations	1.1. CELLA
		5C.1. Students have limited exposure to spoken and written English at home.	5C.1. Students will be provided with access to technology, computer programs that have audio/written components that are district approved web-based programs; ESOL materials; reading materials; and curriculum resources.	5C.1. Teachers, CRT, Reading Coach	5C.1. ESOL Checklist Progress Book/Grades	5C.1. ESOL Checklist
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: *To increase the number of students scoring proficient in CELLA reading to 37.5% (3).*	2012 Current Percent of Students Proficient in Reading: *14% (2)*	2.1. Teachers' knowledge of a variety of instructional strategies to use with ELL students.	2.1. Professional development in instructional best practices and strategies for ELL students.	2.1. Assistant principal, CRT	2.1. Data analysis through PLC teams; Ongoing Progress Monitoring	2.1. Student portfolios; Data binders
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Teachers' knowledge of writing strategies that are effective with ELL students.	2.1. Professional development in instructional best practices for using writing strategies for ELL students.	2.1. Assistant principal, CRT	2.1. Data analysis through PLC teams; Ongoing Progress Monitoring	2.1. Student portfolios; writing samples
CELLA Goal #3: *To increase the number of students scoring proficient in CELLA writing to 25% (2).*	2012 Current Percent of Students Proficient in Writing : 7% (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ELL Teaching Strategies	Printing (handouts)	General Funds	$20.00
			Subtotal: $20.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $20.00

End of CELLA Goals

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Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Time and commitment required for successful implementation of PLCs.	1a.1. Establish grade level PLC teams who create common assessments and have weekly data meetings about the students on the grade level.	1a.1. Principal, Assistant Principal, CRT, classroom teachers,	1a.1. Grade level interventions plan, classroom visits, lesson plans	1a.1. Grade level PLC team created common grade level assessments, Benchmark assessments
Mathematics Goal #1A: 2.5% (1) of the students scored at a Level 3 on the 2012 FCAT math test. Our goal for the 2012-2013 school year is that 12% (3) or more of our students taking the FCAT math test will score a level three on the 2013 math FCAT.	2012 Current Level of Performance:* *2.5% (1)*	2013 Expected Level of Performance:* *12% (3)*					
			1a.2. Teacher confidence level in a crisis response team keeping a safe classroom environment enabling student learning.	1a.2. Develop and implement a new Behavior Management System and provide an adequate amount of staff to implement the system with fidelity.	1a.2. Assistant Principal, Admin Dean, Behavior Specialists	1a.2. Classroom visits, monitoring point sheets,	1a.2. Teacher observation data; student point sheets
			1a.3. Ensuring all NGSSS math benchmarks are covered in grades 2-6 and ensuring all Common Core Standards are covered in grades K-2.	1a.3. Utilize the OCPS pacing guides to ensure that the NGSSS/Common Core Standards are being taught and continue to implement Envision math. To include the 2.0 FCAT item specifications.	1a.3. Principal, Assistant Principal, Admin Dean, CRT	1a.3. Lesson plans will reflect the Benchmarks/standards are being taught and that Envision math is being utilized. Teacher evaluation observations in the classroom will be used to monitor.	1a.3. Lesson plans, teacher observation data
			1a.4. Lack of common planning time.	1a.4. Create Instructional Focus Calendars incorporating content from NGSSS, assessment, tutorials, enrichment, and maintenance skills as presented in FCIM (Florida Continuous Improvement Model).	1a.4. Assistant Principal, CRT, Math Specialist	1a.4. Research based Florida Continuous Improvement Model (FCIM)	1a.4. District Mini-assessments, Teacher Assessments
			1a.4. Teacher confidence level in integrating the arts into the content areas.	1a.4. Provide Arts Integration specialists to provide professional development and ongoing support to teachers on integrating the arts to drive content area instruction.	1a.4. Principal, Assistant Principal, CRT, A.I. specialist teachers	1a.4. Classroom visits, lesson plans, student point sheets	1a.4. Informal teacher observation documentation, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations

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1B. **Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.**			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Mathematics Goal #1B: **N/A**	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. **FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.**			2A.1. Time and commitment required for successful implementation of enrichment activities as interventions.	2A.1 Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving above proficiency and plan enrichment for these students..	2A.1. Principal, Assistant Principal classroom teachers	2A.1. Grade level interventions plan, classroom visits, lesson plans	2A.1. Informal teacher observation documentation, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations
Mathematics Goal #2A: 0% (0) of the students scored at Level 4 or 5 on the 2012 FCAT math test. Our goal for the 2012-2013 school year is that 4% (1) or more of our students taking the FCAT math test will score a level four or level five on the 2013 math FCAT.	2012 Current Level of Performance:* *0% (0)*	2013 Expected Level of Performance:* *4% (1)*					
			2A.2. Inconsistent implementation in the use of Thinking Maps and graphic organizers	2A.2. Expand use of Thinking Maps and Graphic Organizers to promote concept building, reflective thinking, creativity, and clarity of information	2A.2. Principal, Assistant Principal, CRT	2A.2. Review lesson plans and conduct informal observations to ensure implementation	2A.2. District Mini-assessments, Teacher Assessments
			2A.3. Cherokee has a lot of new teachers who do not understand our district math program, Envision.	2A.3. Provide Envision math training for all new teachers so they can maximize resource use.	2A.3. Principal; Assistant Principal, CRT	2A.3. information observations of math lessons	2A.3. Informal teacher observation documentation
2B. **Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.**			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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N/A	Enter numerical data for current	Enter numerical data for expected					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: 33% (13) of the students taking the 2012 math FCAT made gains. Our goal for the 2012-2013 school year is that 42% (11) of all students will make learning gains on the 2013 math FCAT.	2012 Current Level of Performance:* *33% (13)*	2013 Expected Level of Performance:* *42% (11)*	3A.1. Time and commitment required for successful implementation of interventions and enrichment activities during the intervention block.	3A.1. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving below proficiency, at grade level proficiency, and above proficiency and plan needed intervention/enrichment for these students..	3A.1. Assistant principal, classroom teachers, ESE teachers, enrichment teacher	3A.1. Grade level interventions plan, classroom visits, lesson plans	3A.1. Grade level PLC team created common grade level assessments, Edusoft Benchmark assessment reports, FCAT 2013
			3A.2. Teacher confidence and knowledge on the implementation of technology to enhance student learning: Using Smart Boards to increase student engagement and to use EducationCity as a resource tool for students.	3A.2. Provide professional development on the usage of Smart Boards to enhance learning. Provide professional development in the set up and implementation of EducationCity as an additional intervention/enrichment tool. Provide on-going support to teachers by establishing go-to experts on EducationCity at the school site.	3A.2. Assistant principal; Tech Support Rep; CRT, classroom teachers	3A.2. Review reports generated of individual student performance. Informal observations	3A.2. EducationCity cumulative performance reports. Teacher observation data
			3A.3. Students are easily distracted. Students need to be engaged by using all modalities of learning.	3A.3. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts specialists throughout the school year.	3A.3. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	3A.3. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets	3A.3. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Students are easily distracted. Students need to be engaged by using all modalities of learning.	4A.1. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts.	4A.1. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	4A.1. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets	4A.1. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets
Mathematics Goal #4: Our math goal for the 2012-2013 school year is to increase our lowest 25% students making learning gains by 12 percentage points. This past school year 38% (3) of the students in the lowest 25% made learning gains on the 2012 FCAT math exam, so our goal for the 2012-2013 school year will be for 50% (4) of our math students in the lowest 25% will make learning gains on the 2013 math FCAT.	2012 Current Level of Performance:* *38% (3)*	2013 Expected Level of Performance:* *50% (4)*					
			4A.2. Time and commitment required for successful implementation of interventions and enrichment activities during the intervention block.	4A.2. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving below proficiency, at grade level proficiency, and above proficiency and plan needed intervention/enrichment for these students.	4A.2. Assistant principal, classroom teachers, ESE teachers, enrichment teacher	4A.2. Grade level interventions plan, classroom visits, lesson plans	4A.2. Grade level PLC team created common grade level assessments, Edusoft Benchmark assessment reports, FCAT 2013
			4A.3. Teacher confidence and understanding of their role in the RtI-A and RtI-B process.	4A.3. Provide guidelines for teachers and facilitate monthly RtI team meetings with grade level teams to provide guidance and check	4A.3. RtI team, classroom teachers, staffing specialist	4A.3. Monthly RtI team data meetings, review of growth shown on benchmark tests, FAIR	4A.3. Edusoft Benchmark assessment reports, FAIR assessment reports, FCAT 2013.

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			progress of struggling students and the continued implementation of the RtI-A and RtI-B.			

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**2012 Target AMO in math is 14%.**	**2013 Target AMO in math is 22%.**	**2014 Target AMO in math is 30%.**	**2015 Target AMO in math is 37%.**	**2016 Target AMO in math is 45%.**	**2017 Target AMO in math is 53%.**
Mathematics Goal #5A: In six years, Cherokee School will reduce our achievement gap in math by 50%. In the 2011 Math FCAT, 6% of our students scored at the proficient/satisfactory level and none on the 2012 FCAT Math exam. Our goal for the 2012-2013 school year is that 22% of our students will score at the proficient/satisfactory level on the 2013 FCAT Math exam.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. Students are easily distracted. Students need to be engaged by using all modalities of learning.	5B.1. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts specialists throughout the school year.	5B.1. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	5B.1. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets	B.1. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets
Mathematics Goal #5B: In six years, Cherokee School will reduce our achievement gap in math by 50%. In the 2011 Math FCAT, 7% of our Black students scored at the proficient/satisfactory level and none on the 2012 FCAT Math exam. Our goal for the 2012-2013 school year is that 23% of our Black students will score at the proficient/satisfactory level on the 2013 FCAT Math	2012 Current Level of Performance:* *N/A* White: Black: 0% Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *N/A* White: Black: 23% Hispanic: Asian: American Indian:					
			5B.2. Time and commitment required for successful implementation of interventions and enrichment activities during the intervention block.	5B.2. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving below	5B.2. Assistant principal, classroom teachers, ESE teachers, enrichment teacher	5B.2. Grade level interventions plan, classroom visits, lesson plans	5B.2. Grade level PLC team created common grade level assessments, Edusoft Benchmark assessment reports, FCAT 2013

exam.			proficiency, at grade level proficiency, and above proficiency and plan needed intervention/enrichment for these students..		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Students have not achieved grade level proficiency in math.	5C.1. Students will be provided with math interventions and learning strategies focusing on basic math skills using manipulatives. Students will be provided with computer based basic math skills practice.	5C.1. Teachers, CRT	5C.1. Key Math Assessment; EduSoft Benchmark Assessment	5C.1. Key Math Assessment EduSoft Teacher observations Student portfolios
Mathematics Goal #5C: 0% (0) of the ELL students taking the 2012 FCAT Math made satisfactory math progress. Our goal for the 2012-2013 school year is that 12.5% (1) of all students make learning gains on the 2012 Math FCAT.	2012 Current Level of Performance:* *0% (0)*	2013 Expected Level of Performance:* *12.5% (1)*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Parents do not have	5D.1 Establish the use of	5D.1. CRT, classroom teachers	5D.1. Classroom	5D.1. 2013 AYP

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
2.5% (1) of the SWD students scored a 3 or higher on the 2012 FCAT math exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 12% (3) of the SWD students will score a level 3 or higher on the 2013 math FCAT.			science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths Students lack fluency of basic skills in addition, subtraction, multiplication and division.	Envision vocabulary, Imagine It, and word walls in classrooms to build vocabulary and back ground knowledge of our SWD students.		walkthroughs will be conducted looking for the use of the math vocabulary on word walls; lesson plans will include them as a material being used	reports, OCPS Benchmark tests, lesson plans
	2.5% (1)	*12% (3)*				
			5D.2. Students are easily distracted. Students need to be engaged by using all modalities of learning.	5D.2. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts specialists throughout the school year.	5D.2. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	5D.2. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets
			5D.3. High percentage of new teachers that are inexperienced in working with EBD students.	5D.3. Provide professional development on classroom management to instructional staff. Provide professional development on classroom teaching strategies that work to instructional staff. Provide professional	5D.3. Principal, assistant principal, PCM trainers, behavior staff, classroom teachers	5D.3. classroom informal and formal observations; sign in sheets for all professional development

The 5D.2. and 5D.3. last column values: 5D.2. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets; 5D.3. Teacher observation data; professional development sign in sheets.

		development on dealing with crisis behaviors to instructional staff. Provide professional development in Professional Crisis Management (PCM) to instructional staff.			
	5.D.4. Time and commitment required for successful implementation of interventions and enrichment activities during the intervention block.	5.D.4. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving below proficiency, at grade level proficiency, and above proficiency and plan needed intervention/enrichment for these students.	5.D.4. Assistant principal, classroom teachers, ESE teachers, enrichment teacher	5.D.4. Grade level interventions plan, classroom visits, lesson plans	5.D.4. Grade level PLC team created common grade level assessments, Edusoft Benchmark assessment reports, FCAT 2013

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: 2.5% (1) of the Economically Disadvantaged students scored a 3 or higher on the 2012 FCAT math exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 12% (3) of the Economically Disadvantaged students will score a level 3 or higher on the 2013 math FCAT.	2012 Current Level of Performance:* *2.5% (1)*	5E.1. High percentage of new teachers that are inexperienced in working with children living in poverty.	5E.1. Provide Ruby Payne Awareness professional development to instructional staff to help them gain a deeper understanding of children and families living in poverty.	5E.1. Assistant principal, CRT	5E.1. Classroom visits, sign in sheet for Ruby Payne training, informal and formal teacher observations	5E.1. PD sign in sheet; teacher observation data
	2013 Expected Level of Performance:* *12% (3)*					
		5E.2. Teacher confidence level in a crisis response team keeping a safe classroom environment enabling student learning.	5E.2. Develop and implement a new Behavior Management System and provide an adequate amount of staff to implement the system with fidelity.	5E.2. Assistant Principal, Admin Dean, Behavior Specialists	5E.2. Classroom visits, monitoring point sheets,	5E.2. Teacher observation data; student point sheets
		5E.3. Teacher confidence and understanding of their role in	5E.3. Provide guidelines for teachers and facilitate monthly RtI team	5E.3. RtI team, classroom teachers, staffing	5E.3. Monthly RtI team data meetings, review of growth shown on	5E.3. Edusoft Benchmark assessment reports, FAIR

		the RtI-A and RtI-B process.	meetings with grade level teams to provide guidance and check progress of struggling students and the continued implementation of the RtI-A and RtI-B.	specialist	benchmark tests, FAIR	assessment reports, FCAT 2013.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. All teachers on the sixth grade level are new teachers.	1A.1. Provide strong mentoring and support program to new teachers. Provide targeted professional development to new teachers. Provide Envision math training for all new teachers so they can maximize resource use.	1A.1. Carol-Ann Clenton-Martin, principal; Connie Kretz, assistant principal; CRT; teacher leaders	1A.1. mentor meeting agenda and minutes; informal observations;	1A.1. teacher observation data; mentor meeting minutes
Mathematics Goal #1A: 6% (1) of the students scored at a Level 3 on the 2012 FCAT math test. Our goal for the 2012-2013 school year is that 12% (3) or more of our students taking the FCAT math test will score a level three on the 2013 math FCAT.	2012 Current Level of Performance:* *6% (1)*	2013 Expected Level of Performance:* *12% (3)*	1A.2. Students are below grade level and are struggling with math content.	1A.2. Implement Compass Learning for Course Recovery each nine weeks to provide students with the knowledge needed to be successful. Provide professional development to the teachers using Compass Learning.	1A.2. Connie Kretz, assistant principal; CRT; sixth grade classroom teachers	1A.2. Compass Learning assessments and Student Completion Reports.	1A.2. Compass Learning Pre-test and Post-test. Compass Learning Student Completion Reports
			1A.3. Teacher knowledge of standards and item specifications	1A.3. Use of PLC meetings to unwrap the standards and develop appropriate lesson plans for student achievement	1A.3. Connie Kretz, assistant principal, Sonia Troupe, administrative dean, Marie Brancato, CRT	1A.3. PLC meeting minutes, common assessments, class room visits and lesson plans	1A.3. FCAT, benchmarks and mini assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**	1B.1. **N/A**
Mathematics Goal #1B: **N/A**	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Time and commitment required for successful implementation of enrichment activities as interventions.	2A.1 Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving above proficiency and plan enrichment for these students..	2A.1. Principal, Assistant Principal classroom teachers	2A.1. Grade level interventions plan, classroom visits, lesson plans	2A.1. Informal teacher observation documentation, copies of lesson plans, sign in sheets from PD, agenda from PD, teacher evaluations
Mathematics Goal #2A: 0% (0) of the students scored at Level 4 or 5 on the 2012 FCAT math test. Our goal for the 2012-2013 school year is that 4% (1) or more of our students taking the FCAT math test will score a level four or level five on the 2013 math FCAT.	2012 Current Level of Performance:* *0% (0)*	2013 Expected Level of Performance:* *4% (1)*					
			2A.2. Inconsistent implementation in the use of Thinking Maps and graphic organizers	2A.2. Expand use of Thinking Maps and Graphic Organizers to promote concept building, reflective thinking, creativity, and clarity of information	2A.2. Principal, Assistant Principal, CRT	2A.2. Review lesson plans and conduct informal observations to ensure implementation	2A.2. District Mini-assessments, Teacher Assessments
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. **N/A**	2B.1. **N/A**	2B.1. **N/A**	2B.1. **N/A**	2B.1. **N/A**
Mathematics Goal #2B: **N/A**	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Inconsistent implementation in the use of Thinking Maps and graphic organizers	3A.1. Expand use of Thinking Maps and Graphic Organizers to promote concept building, reflective thinking, creativity, and clarity of information	3A.1. Principal, Assistant Principal, CRT	3A.1. Review lesson plans and conduct informal observations to ensure implementation	3A.1. District Mini-assessments, Teacher Assessments
Mathematics Goal #3A: 50% (8) of the students taking the 2012 math FCAT made gains. Our goal for the 2012-2013 school year is that 62% (16) of all students will make learning gains on the 2013 math FCAT.	2012 Current Level of Performance:* *50% (8)*	2013 Expected Level of Performance:* *62% (16)*					
			3A.2. Teacher confidence and understanding of their role in the RtI-A and RtI-B process.	3A.2. Provide guidelines for teachers and facilitate monthly RtI team meetings with grade level teams to provide guidance and check progress of struggling students and the continued implementation of the RtI-A and RtI-B.	3A.2. . RtI team, classroom teachers, staffing specialist	3A.2. Monthly RtI team data meetings, review of growth shown on benchmark tests, FAIR	3A.2. Edusoft Benchmark assessment reports, FAIR assessment reports, FCAT 2013.
			3A.3. Teacher confidence level in a crisis response team keeping a safe classroom environment enabling student learning.	3A.3. Develop and implement a new Behavior Management System and provide an adequate amount of staff to implement the system with fidelity.	3A.3. Assistant Principal, Admin Dean, Behavior Specialists	3A.3. Classroom visits, monitoring point sheets,	3A.3. Teacher observation data; student point sheets
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**
Mathematics Goal #3B: **N/A**	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Our math goal for the 2012-2013 school year is to increase our lowest 25% students making learning gains by 29 percentage points. This past school year 0% (0) of the students in the lowest 25% made learning gains on the 2012 FCAT math exam, so our goal for the 2012-2013 school year will be for 29% (2) of our math students in the lowest 25% will make learning gains on the 2013 math FCAT.			4A.1. Students are below grade level and are struggling with math content	4A.1. Implement Compass Learning for Course Recovery each nine weeks to provide students with the knowledge needed to be successful. Provide professional development to the teachers using Compass Learning.	4A.1. Connie Kretz, assistant principal; CRT; sixth grade classroom teachers	4A.1. Compass Learning assessments and Student Completion Reports.	4A.1. Compass Learning Pre-test and Post-test. Compass Learning Student Completion Reports
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% (0)	*29% (2)*					
			4A.2. Students are below grade level and are struggling with math content.	4A.2. Implement Compass Learning for Course Recovery each nine weeks to provide students with the knowledge needed to be successful. Provide professional development to the teachers using Compass Learning.	4A.2. Connie Kretz, assistant principal; CRT; sixth grade classroom teachers	4A.2. Compass Learning assessments and Student Completion Reports.	4A.2. Compass Learning Pre-test and Post-test. Compass Learning Student Completion Reports
			4A.3. Teachers not using enough varied instructional strategies within the classroom to meet all student needs.	4A.3. Implementing best practices into lesson plans, including using Marzano's teaching strategies.	4A.3. Carol-Ann Clenton-Martin, principal; Connie Kretz, assistant principal; Marie Brancato, CRT	4A.3. Lesson plans, classroom visits, informal observations	4A.3. FCAT; benchmark and mini-assessment exams

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	**2012 Target AMO in math is 14%.**	**2013 Target AMO in math is 22%.**	**2014 Target AMO in math is 30%.**	**2015 Target AMO in math is 37%.**	**2016 Target AMO in math is 45%.**	**2017 Target AMO in math is 53%.**
Mathematics Goal #5A: In six years, Cherokee School will reduce our achievement gap in math by 50%. In the 2011 Math FCAT, 6% of our students scored at the proficient/satisfactory level on the 2012 FCAT Math exam. Our goal for the 2012-2013 school year is that 23% of our students will score at the proficient/satisfactory level on the 2013 FCAT Math exam.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. Students are easily distracted. Students need to be engaged by using all modalities of learning.	5B.1. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts specialists throughout the school year.	5B.1. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	5B.1. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets	B.1. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets	
Mathematics Goal #5B: In six years, Cherokee School will reduce our achievement gap in math by 50%. In the 2012 Math FCAT, 0% of our Black students scored at the proficient/satisfactory level on the 2012 FCAT Math exam. Our goal for the 2012-2013 school year is that 23% of our Black students will score at the proficient/satisfactory level on the 2013 FCAT Math exam.	2012 Current Level of Performance:* *N/A* White: Black: 0% Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *N/A* White: Black: 23% Hispanic: Asian: American Indian:					
		5B.2. Time and commitment required for successful implementation of interventions and enrichment activities during the intervention block.	5B.2. Establish grade level PLC teams who use common assessments and have weekly data meetings about the students on the grade level to identify the math students achieving below proficiency, at grade level proficiency, and above proficiency and plan needed intervention/enrichment for these	5B.2. Assistant principal, classroom teachers, ESE teachers, enrichment teacher	5B.2. Grade level interventions plan, classroom visits, lesson plans	5B.2. Grade level PLC team created common grade level assessments, Edusoft Benchmark assessment reports, FCAT 2013	

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			students..			
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
Mathematics Goal #5C: *Cherokee School currently has no middle school ELL students this school year and did not have enough middle school students to have an ELL subgroup in 2011-2012. However, this subgroup will continue to be monitored if we have any ELL students enroll.*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*			
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students are below grade level and are struggling with math content	5D.1. Implement Compass Learning for Course Recovery each nine weeks to provide students with the knowledge needed to be successful. Provide professional development to the teachers using Compass Learning.	5D.1. Connie Kretz, assistant principal; CRT; sixth grade classroom teachers	5D.1. Compass Learning assessments and Student Completion Reports.	5D.1. Compass Learning Pre-test and Post-test. Compass Learning Student Completion Reports
Mathematics Goal #5D: 6% (1) of the SWD students scored a 3 or higher on the 2012 FCAT math exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 12% (3) of the SWD students will score a level 3 or higher on the 2013 math FCAT.	2012 Current Level of Performance:* *6% (1)*	2013 Expected Level of Performance:* *12% (3)*			
	5D.2. Students are easily distracted. Students need to be engaged by using all modalities of learning.	5D.2. Implement Arts Integration to provide instruction appealing to all learning styles. Utilize an Arts Integration consultant to guide Cherokee school staff with the implementation of Arts Integration. Provide	5D.2. Principal, assistant principal, CRT, A.I. specialists, classroom teachers, paraprofessionals	5D.2. Classroom observations; lesson plans; EduSoft benchmark assessments; analysis of 2013 FCAT data; Student point sheets	5D.2. EduSoft, FCAT 2013; Analysis of Student point sheets; Arts Integration PD sign in sheets

			professional development to all teachers and paraprofessionals on Arts Integration combined with ongoing support by our arts specialists throughout the school year.		
		5D.3. High percentage of new teachers that are inexperienced in working with EBD students.	5D.3. Provide professional development on classroom management to instructional staff. Provide professional development on classroom teaching strategies that work to instructional staff. Provide professional development on dealing with crisis behaviors to instructional staff. Provide professional development in Professional Crisis Management (PCM) to instructional staff.	5D.3. Principal, assistant principal, PCM trainers, behavior staff, classroom teachers	5D.3. classroom informal and formal observations; sign in sheets for all professional development	5D.3. Teacher observation data; professional development sign in sheets.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. <u>Mathematics Goal #5E:</u> 6% (1) of the Economically Disadvantaged students scored a 3 or higher on the 2012 FCAT math exam which failed to meet the AYP subgroup benchmark, so our goal for the 2012-2013 school year is that 12% (3) of the Economically Disadvantaged students will score a level 3 or higher on the 2013 math FCAT.	<u>2012 Current Level of Performance:*</u> *6% (1)*	<u>2013 Expected Level of Performance:*</u> *12% (3)*	5E.1. High percentage of new teachers who are inexperienced in working with children living in poverty.	5E.1. Provide Ruby Payne Awareness professional development to instructional staff to help them gain a deeper understanding of children and families living in poverty.	5E.1. Assistant principal, CRT	5E.1. Classroom visits, sign in sheet for Ruby Payne training, informal and formal teacher observations	5E.1. PD sign in sheet; teacher observation data
			5E.2. Teacher confidence level in a crisis response team keeping a safe classroom environment enabling student learning.	5E.2. Develop and implement a new Behavior Management System and provide an adequate amount of staff to implement the system with fidelity.	5E.2. Assistant Principal, Admin Dean, Behavior Specialists	5E.2. Classroom visits, monitoring point sheets,	5E.2. Teacher observation data; student point sheets
			5E.3. Teacher confidence and understanding of their role in the RtI-A and RtI-B process.	5E.3. Provide guidelines for teachers and facilitate monthly RtI team meetings with grade level teams to provide guidance and check progress of struggling students and the continued implementation of the RtI-A and RtI-B.	5E.3. RtI team, classroom teachers, staffing specialist	5E.3. Monthly RtI team data meetings, review of growth shown on benchmark tests, FAIR	5E.3. Edusoft Benchmark assessment reports, FAIR assessment reports, FCAT 2013.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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<th colspan="2">High School Mathematics Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
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<tr>
<td colspan="2">Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<td colspan="2">1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</td>
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<td>Mathematics Goal #1:

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N/A   2013 Expected Level of Performance:*

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<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<tr>
<td colspan="2">2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</td>
<td>2.1. N/A</td>
<td>2.1. N/A</td>
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<td>Mathematics Goal #2:

N/A</td>
<td>2012 Current Level of Performance:*

N/A   2013 Expected Level of Performance:*

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August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. **N/A**	3.1. **N/A**	3.1. **N/A**	3.1. **N/A**	3.1. **N/A**
Mathematics Goal #3: **N/A**	2012 Current Level of Performance:* *Ent* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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<u>Algebra 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**
Algebra 1 Goal #1: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. **N/A**	2.1. **N/A**	2.1. **N/A**	2.1. **N/A**	2.1. **N/A**
Algebra Goal #2: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Algebra 1 Goal #3A: **N/A**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. **N/A** White: Black: Hispanic: Asian: American Indian:	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**	
Algebra 1 Goal #3B: **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**
Algebra 1 Goal #3C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**
Algebra 1 Goal #3D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**
Algebra 1 Goal #3E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**	1.1. **N/A**
Geometry Goal #1: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. **N/A**	2.1. **N/A**	2.1. **N/A**	2.1. **N/A**	2.1. **N/A**
Geometry Goal #2: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Geometry Goal #3A: **N/A**						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. **N/A** White: Black: Hispanic: Asian: American Indian:	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**	3B.1. **N/A**
Geometry Goal #3B: **N/A**	2012 Current Level of Performance:* / 2013 Expected Level of Performance:* *N/A* *N/A* White: / White: Black: / Black: Hispanic: / Hispanic: Asian: / Asian: American Indian: / American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**	3C.1. **N/A**
Geometry Goal #3C: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**	3D.1. **N/A**
Geometry Goal #3D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**	3E.1. **N/A**
Geometry Goal #3E: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Envision Math Professional Development	all	District trainers	All new staff members	Early release	Informal observations of the implementation of the Envision math resources during math lessons.	Assistant Principal
Florida Council Teachers of Mathematics Conference	all	FCTM presenters	CRT, 5th grade, 6th grade	October 18-20, 2012	Attendees will provide professional development to the Cherokee staff members	Principal
Smart Board Training to enhance student learning	all	Kim Turley, district trainer	All instructional staff	September 26 – full day	Informal observations of usage of the Smart Board to enhance the learning in math lessons.	Assistant Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Key Math Assessment Program for progress monitoring purposes.	Key Math teacher kits	General Fund and Title I Fund	$1,911.00
			Subtotal: $1,911.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smart Board installed and training on how to create and utilize flip charts	Smart Boards installation	General Fund and Title I Fund	$18,711.00
			Subtotal: $18,711.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NGSSS, Common Core State Standards, instructional strategies, model lessons	Substitutes for teachers	General Fund and Title I Fund	$700.00
			Subtotal: $700.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $21,322.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: At Cherokee School, 11% (2) of the students scored Level 3 on the 2012 FCAT science test. Our goal for the 2012-2013 school year is that 25% (3) or more of our fifth grade students taking the science FCAT will score a level three on the 2013 science FCAT.	2012 Current Level of Performance:* *11% (2)* 2013 Expected Level of Performance:* *25% (3)*	1A.1. Teachers' confidence level in teaching hands on and inquiry-based science lessons	1A.1. Conduct professional development for grade level teachers for Inquiry-based lessons and develop a plan to implement and monitor weekly hands-on inquiry based lessons.	1A.1. District professional development Trainers, Math/Science coach	1A.1. Classroom visits; review lesson plans and instructional focus calendars	1A.1. Observation data, sign in sheets and handouts from professional development
		1A.2. Teachers' confidence level in teaching hands on and inquiry-based science lessons	1A.2. Conduct PD for grade level teachers in effective Instructional strategies to include: Thinking Maps, Foldables, Science Notebooks, and writing across the curriculum.	1A.2. District PD Trainers, Math/Science coach, Principal, CRT	1A.2. Classroom visits, notes from weekly PLC meetings, review of lesson plans	1A.2. Observation data, samples of student work, copies of PLC notes, PD sign in sheets and handouts.
		1A.3. Teachers' confidence level in understanding the data to drive instruction.	1A.3. Disaggregate Data to look at each science strand; identify strengths and weaknesses.	1A.3. Principal, Assistant Principal, CRT, Classroom teachers	1A.3. Meet with teams to examine data reports of FCAT, FCAT Explorer, and FCAT FOCUS, as well as the OCPS benchmark pre-test and Education City.	1A.3. Copies of data reports and analysis sheets.
		1A.4. Middle school students are not proficient in science and do not have a strong foundation in science learning.	1A.4. Incorporate the use of Compass Learning for science course recovery by the students.	1A.4. Principal, Assistant Principal, CRT, Compass Learning lab	1A.4. Monitor student completion data on Compass Learning on a weekly basis.	1A.4. Copies of Compass Learning data reports and analysis sheets.

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Science Goal #1B: N/A N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Teachers' confidence level in understanding the data to drive instruction.	2A.1. Disaggregate Data to look at each science strand; identify strengths and weaknesses.	2A.1. Principal, Assistant Principal, CRT, Classroom teachers	2A.1. Meet with teams to examine data reports of FCAT, FCAT Explorer, and FCAT FOCUS, as well as the OCPS benchmark pre-test and Education City.	2A.1. Copies of data reports and analysis sheets.
Science Goal #2A: At Cherokee School, 0% (0) of the students scored Level 4 or 5 on the 2012 FCAT science test. Our goal for the 2012-2013 school year is that 8% (1) or more of our fifth grade students taking the science FCAT will score a level four or five on the 2013 science FCAT.	2012 Current Level of Performance:* *0% (0)*	2013Expected Level of Performance:* *8% (1)*	2A.2. Students have a lack of background knowledge and real-life experiences in science and engineering fields.	2A.2. Establish the Engineering club for enrichment and encouragement to increase student interest in science.	2A.2. Principal, science teacher, classroom teachers	2A.2. Schedule time on Friday afternoons for the club to meet, visit and observe the activities, monitor FCAT FOCUS, FCAT Explorer results	2A.2. Club schedule, Club roster, attendance at club meetings, FCAT FOCUS and FCAT EXPLORER reports
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
Science Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	N/A 1.
Science Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A
Science Goal #2: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A
Biology 1 Goal #1: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A	2.1. N/A
Biology 1 Goal #2: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Strategies	K-6	Asst. Principal	School-wide	Early Release	Classroom observations	Principal, Assistant Principal
Compass Learning	6th grade	Asst. Principal; district trainer	6th grade teachers and program assistants	Early Release; District trainings	Compass lab observations; program monitoring	Principal, Assistant Principal; Compass Learning Lab staff

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Engineering Club Sponsors will order and organize materials and consumable supplies for club enrichment lessons.	Consumable and non-consumable materials for engineering building kits.	General Fund and Title I	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Compass Learning Facilitator Training	Substitute Teachers	General Fund and Title I Fund	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total: $1,300.00

End of Science Goals
August 2012
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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: Our FCAT writing goal for the 2012-2013 school year is to increase our students scoring level 3 or higher by 10%. This past school year our number of students at level 3.0 or higher was 11%. (1).	2012 Current Level of Performance:* *11% (1)*	2013 Expected Level of Performance:* *25% (2)*	1A.1. The state has changed its method of scoring the FCAT Writes and is focusing on new elements. Our teachers are not versed in the new scoring method that was adopted by the state last year.	1A.1. Classroom teachers will be given training in the new scoring system and will be given uninterrupted time with their teams to explore and perfect strategies to match new initiatives.	1A.1. Assistant Principal, CRT	1A.1. Teachers will work in their PLCs to develop Common Assessments mimicking the new requirements, give the assessments to their classes, then meet to discuss the results and make adjustments to teaching for remediation and acceleration.	1A.1. Common assessments and FCAT Writes 2013.
			1A.2. Lack of researched based Instructional writing strategies that are real-world and relevant and engage students in learning through writing.	1A.2. Require teachers to develop lessons that ensure students' application or extension of prior knowledge. Set established requirements for teachers to work together to improve instructional practice and to review student work including weekly team meetings for planning purposes. Implementation of Interactive Notebooks as part of the College Readiness Program to increase student understanding and writing ability	1A.2. Principal, Assistant Principal, Literacy Leadership Team, classroom teachers	1A.2. Lesson plans and student work	1A.2. Student work, common assessments students' interactive notebooks
			1A.3. Providing intervention in a timely manner for students falling behind.	1A.3. Implementation of school wide policy for students re-doing key assignments to high standards of mastery.	1A.3. Principal, Assistant principal, classroom teachers,	1A.3. Attainment of IEP goals, student work samples	1A.3. FCAT and common writing assessments
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*	1B.1. *N/A*

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies across the Curriculum	K-6	Literacy Leadership Team and District	All classroom teachers	Early Release; Faculty Meetings	Lesson plans, classroom observations	Assistant Principal, CRT
Training in the elements and scoring of FCAT Writes	4	District trainer	Fourth grade teachers	Early Release	Assistant Principal will monitor students' scores on common formative assessments.	CRT
Interactive Notebooks from the College Readiness Program	K-6	District trainer	All teachers	Early release; Faculty Meetings	Lesson plans, classroom observations, student work	Principal, CRT, Assistant Principal

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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Interactive Notebooks	Composition Notebooks and hole-punching	General Fund and Title I.	$105.00
			Subtotal: $105.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training in the elements and scoring of FCAT Writing	Substitute Teacher	General Fund	$ 100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $205.00

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Students scoring at Achievement Level 3 in Civics.			1.1. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*
Civics Goal #1: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1. *N/A*	2.1. *N/A*	2.1. *N/A*	2.1. *N/A*	2.1. *N/A*
Civics Goal #2: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Students scoring at Achievement Level 3 in U.S. History.			1.1. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*
U.S. History Goal #1: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. *N/A*	2.1. *N/A*	2.1. *N/A*	2.1. *N/A*	2.1. *N/A*
U.S. History Goal #2: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><th colspan="2">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr>
<td colspan="2">1. Attendance</td>
<td>1.1. Students who are resistant to attending school.</td>
<td>1.1. Creating a structured parenting program with a strong Parent Liaison to educate parents about the importance of school attendance.</td>
<td>1.1.
Attendance Clerk
Parent Liaison
Social Worker,</td>
<td>1.1. Data collection</td>
<td>1.1. . Attendance record</td>
</tr>
<tr>
<td>Attendance Goal #1:

The school goal is for 95% of students to attend school daily for the 2012-2013 school year.</td>
<td>
2012 Current Attendance Rate:*

87%

2012 Current Number of Students with Excessive Absences (10 or more)

49

2012 Current Number of Students with Excessive Tardies (10 or more)

40

2013 Expected Attendance Rate:*

95%

2013 Expected Number of Students with Excessive Absences (10 or more)

30

2013 Expected Number of Students with Excessive Tardies (10 or more)

25
</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. Students who lack internal motivation.</td>
<td>1.2. Utilizing an incentive based behavior modification system school wide.</td>
<td>1.2. Asst. Principal, Admin Dean, Behavior Team</td>
<td>1.2. Data Collection</td>
<td>1.2. Student point sheets Staff observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3. Students who lack internal motivation.</td>
<td>1.3. Incorporating Clubs which are activities on Fridays as reward for attendance behaviors, and academics.</td>
<td>1.3. Asst. Principal Admin Dean, Behavior Team</td>
<td>1.3. Data Collection</td>
<td>1.3. Student point sheets Activity attendance record.</td>
</tr>
</table>

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Orientation Presentation	School-wide	Parent Liaison, Admin Dean	Parents, students and staff	Tuesdays, Thursdays, Early Release	Monthly follow-up meetings	Parent Liaison, Admin Dean, Dr. Walters

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Clubs on Fridays (Skateboarding, Chess, Dance, Drama, Book, Gardening, Cooking, Engineering, Sports)	Resources and materials needed for clubs	General Fund and Title I Fund	$ 5,000.00
			Subtotal: $5,000.00
			Total: $5,000.00

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The school goal is to reduce the overall total of in and out of school suspensions by 10% for the 2012-2013 school year. Last year we had a total of 154 in/out of school suspensions. This year, we will reduce that to a total of 135.	2012 Total Number of In –School Suspensions *2* 2012 Total Number of Students Suspended In-School *2* 2012 Total Number of Out-of-School Suspensions *152* 2012 Total Number of Students Suspended Out- of- School *49*	2013 Expected Number of In- School Suspensions *55* 2013 Expected Number of Students Suspended In -School *20* 2013 Expected Number of Out-of-School Suspensions *80* 2013 Expected Number of Students Suspended Out- of-School *25*	1.1. The school has a population of students who are predominantly diagnosed with emotional behavioral disorders. These students exhibit major behaviors which will result in suspensions.	1.1. Developing a comprehensive behavior modification system to help modify the exhibited behaviors.	1.1. Asst. Principal Admin Dean Behavior Team	1.1. Data collection	1.1. Student point sheets
			1.2. Students who lack internal motivation.	1.2. Utilizing an incentive based behavior modification system school wide.	1.2. Asst. Principal, Admin Dean, Behavior Team	1.2. Data Collection	1.2. Student point sheets Staff observations
			1.3. S	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Training	School-wide	Sanyette McKee District trainers	School-wide	Early release days	Data Collection	Admin Dean, Assistant Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Champs Behavioral Training	Substitute Teachers	General Fund and Title I.	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Incorporating hands-on Drum Rhythms with students and staff to build stronger relationships.	Drum Magic Program on a monthly basis	General Fund and Title I Fund.	$ 2,100.00
Incorporating Clubs on Fridays (Skateboarding, Chess, Dance, Drama, Book, Gardening, Cooking, Engineering, Sports)	Dramatic Learning Instructors for Step Club on a weekly basis.	General Fund and Title I Fund	$ 7,020.00
Incorporating a variety of Clubs on Fridays as behavioral incentives	Dramatic Learning Instructors for Drama Club on a weekly basis.	General Fund and Title I Fund	$ 4,500.00
			Subtotal: $13,620.00
			Total: $13,920.00

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *N/A*.			1.1. Providing intervention in a timely manner for students falling behind	1.1. Implementation of school wide policy for students re-doing key assignments to standards for mastery.	1.1. Principal, Assistant Principal, Admin Dean, CRT, classroom teachers	1.1. Benchmarks, mini-assessments and lesson plans	Benchmark and mini- 1.1. assessments
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	N/A	*N/A*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	N/A	*N/A*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Our school goal is for 20% of parents to be actively involved in school activities.	2012 Current Level of Parent Involvement:* *5% (3 families)*	2013 Expected Level of Parent Involvement:* *20% (11 families)*	1.1. Lack of understanding of the School-wide Behavior Management Plan.	1.1. Create and establish mandatory Parent Orientation Presentations.	1.1. Principal, Assistant Principal, Admin Dean, Parent Liaison	1.1. Parent survey	1.1. Results of Parent Survey
			1.2. Lack of accuracy of student contact information	1.2. Increase the frequency of communication among school personnel and between school and home	1.2. Admin Dean, Attendance Clerk, Parent Liaison classified staff	1.2. Connect Orange Reports	1.2. Connect Orange Reports
			1.3. Lack of parent trust in Cherokee school	1.3. Establish the PLEAD (Parent Leadership, Empowerment, and Development Program) program for parents which provides parenting skill training, support for families, and resources.	1.3. Principal, Assistant Principal, Admin Dean, Parent Liaison	1.3. Parent survey; parent attendance at parenting trainings and at school events	1.3. Parent sign-in sheets; parent survey

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parenting Skills Classes	Parents of Cherokee	Dr. Clara Walters, consultant	School-wide	Evening meetings	Parent attendance at parent trainings; Parent sign in sheets at trainings; parent survey	Principal; Assistant principal

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parenting Classes	Professional Consultant, Dr. Clara Walters, is facilitating the parent trainings; setting up and guiding us in the development of the PLEAD program.	General Fund and Title I Fund	$ 6,500.00
			Subtotal: $6,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide foods to parents for trainings/meetings during meal-times	Finger foods	Title I Fund	$150.00
			Subtotal: $150.00
			Total: $6,650.00

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: During the 2011-2012 school year, 0% of our teachers presented STEM activities to their students. Our goal for 2012-2013 is 62% of our teachers participating in at least one STEM activity during the school year.	1.1. Requires more preparation time and consumable materials.	1.1. Teachers will incorporate AIMS activities within their classroom	1.1. CRT	1.1. Classroom observations, lesson plans	1.1. Teacher observation data; lesson plans
	1.2. Limited availability of computers	1.2. Teachers will receive Smart Board training on the creation of Flip Charts and Interactive visual presentation s to enhance STEM lessons.	1.2. CRT	1.2. Classroom observations, lesson plans, electronic flip charts	1.2. Teacher observation data
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Smart Board training	all	District trainer	All teachers	Early Release	Flip charts, teacher attendance at trainings, lesson plans	CRT

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
AIMS Teacher Resource Books	STEM hands-on lessons	General Budget and Title I	$100.00
			Subtotal: $100.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smart Board implementation to enhance student learning.	Smart Boards flip chart training	General Fund and Title I	$200.00
			Subtotal: $200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $300.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *N/A*	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: All elementary age students will read independently on grade level by age 9. 7% of the students were on grade level based on the 2012 Reading FCAT. Our goal for the 2012-2013 school year is that 12% (6) of the students will be able to be on grade level.	2012 Current Level :* *7% (4)*	2013 Expected Level :* *12% (6)*	1.1. Students lack prerequisite skills in reading, do not read with fluency, and lack comprehension skills.	1.1. Model and encourage the use of literacy strategies in all content areas. Use grade-level instructional reading materials for all core curricula with differentiated instruction as needed in the reading block, intervention period, or in other academic areas.	1.1. Teachers, Media Specialist, CRT, Administration, Behavior Specialists	1.1. Progress Monitoring through Benchmark Assessments; Core program assessments; teacher observations;	1.1. Progress Monitoring through Benchmark Assessments, STAR Reports, AR reports, DRA assessment program results,
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Strategies	K-6	Assistant Principal	School-wide	Early Release	Education City Administrative Reports	Assistant Principal

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $ 8,762.87
CELLA Budget	
	Total: $ 20.00
Mathematics Budget	
	Total: $ 21,322.00
Science Budget	
	Total: $ 1,300.00
Writing Budget	
	Total: $ 205.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $ 5,000.00
Suspension Budget	
	Total: $ 13,920.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $ 6,650.00
STEM Budget	
	Total: $ 300.00
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $57,479.87

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☒ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Strategize together to develop the parent student compact, the parent improvement plan, and the school improvement plan.

Describe the projected use of SAC funds.	Amount