



2013-2014 SCHOOL IMPROVEMENT PLAN

Cherokee
550 S EOLA DR
Orlando, FL 32801
407-897-6440

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cherokee

Principal

Carol Ann Clenton Martin

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Clark-Ann Connie Kretz	Assistant Principal
Cindy Jaruszewski	CRT
Sonia Troupe	Administrative Dean

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

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, parents, and other busStrategize together to develop the parent student compact, the parent improvement plan, and the school improvement plan.

Ileana Rodriguez -321-331-2111- Spanish (Parent)
 Geneva Gallimore Vasquez 407-832-3745- Spanish (Business Partner)
 Kenyette Moore 321-945-5131- Black (Parent)
 Tyesha Moore 321-945-5131- Black (Parent)
 Tyesha Newton – 561-945-5131 - Black (Parent)
 Edward Robinson- 937-321-1866 - Black (Parent)
 Carol Ann Clenton- Martin 407-897-6440 - Black (Principal)
 Tamara Wellon -407-897-6440 - Black (Parent Liaison)
 Sanyette Mckee -407-897-6440 - multi racial (Behavior Specialist)

Involvement of the SAC in the development of the SIP

The SAC reviewed and discussed the School Improvement Plan during last school year and provided feedback regarding the School Improvement Plan to make changes for this school year.

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.

Our SAC currently has meetings scheduled for the following dates:

September 16, 2013

October 16, 2013 (optional)

November 20, 2013

December 18, 2013

January 15, 2014

February 19, 2014

April 16, 2014

May 21, 2014

June 2, 2014

During these meetings, we will be discussing school data and making decisions on how student needs can best be met to ensure students will have all of the support they need to be successful and that our parents will have all of the support they need to play an active role in their child's education. The SAC will continue to monitor and address any concerns about student safety and keeping our campus secure.

Projected use of school improvement funds, including the amount allocated to each project

We do not receive any SAC School Improvement Funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Instructional Coach Information:

Cindy Jaruszewski

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics, Science, Data

Credentials

BA In Elementary Education K-6 from Western Kentucky University,
 Master's Degree in Curriculum and Instruction from University of Phoenix, Arizona,
 Doctorate in Educational Leadership and Curriculum and Instruction from University of Phoenix, AZ .
 Certifications: Reading Endorsement K-12, ESOL endorsement K-12.

Performance Record

2012-2013: School Improvement Rating: Maintaining
 2011-2012- School Grade: C
 Grade Pending:
 Reading standards: 48%
 Writing 89%
 Reading Learning Gains 56%
 Low 25% Reading Gains 53%
 Algebra I EOC Level 3 and above 27%
 AYP N/A
 2010-2011- School Grade: B
 % at 3 or higher in Reading 46%
 % at 3 or higher in Math 70%
 %meeting writing standard 76%
 %at 3 or higher in Science 40%
 % making learning gains in Reading 49%
 %making learning gains in Math 70%
 % of lowest 25% making learning gains in reading 44%
 % of lowest 25% making learning gains in math 63%

Marie Brancato		
Full-time / School-based	Years as Coach: 2	Years at Current School: 13
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Associate of Arts Liberal Arts/Music from Indian River Community College Bachelor of Science Merchandising from Florida State University Master of Arts Elementary Education K-6 from the University of Central Florida Elementary Education 1-6, Exceptional Student Education K-12, Reading Endorsement	
Performance Record	2012-2013: School Improvement Rating: Maintaining 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.	

Classroom Teachers

# of classroom teachers	9
# receiving effective rating or higher (not entered because basis is < 10)	
# Highly Qualified Teachers	100%
# certified in-field	9, 100%
# ESOL endorsed	2, 22%
# reading endorsed	0, 0%
# with advanced degrees	5, 56%
# National Board Certified	1, 11%
# first-year teachers	1, 11%
# with 1-5 years of experience	3, 33%

with 6-14 years of experience

4, 44%

with 15 or more years of experience

2, 22%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

11

receiving effective rating or higher

11, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. At Cherokee, we have multiple teachers as members of our Core Leadership Team.
2. 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.
3. 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.
4. Professional Development is provided to Cherokee staff members on all new initiatives (CHAMPS) and continuing programs (Arts Integration, PLCs, Marzano Teaching Strategies, Technology Integration, etc.) PD is provided whole group, small group, and on an individual basis.
5. Implementation of a structured MTSS plan providing guidance to teachers on data analysis and prescription of interventions. Also, to ensure our teachers are well-equipped to understand the data collection process required to reassess if a child requires additional placement within ESE. PD is given whole group, small group, and individually.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

In our mentoring program, we match up our newest teachers with our veteran teachers who share the same student population. Each of our new teachers are classroom teachers of EBD students so they are paired up with a veteran teacher who has been teaching with EBD students for many years. Mrs. Hilary Faustmann (veteran teacher) is mentoring Mr. Joseph Burnett (second year teacher). This is a good match because both are teachers of EBD students and this will be Mr. Burnett's second year teaching in a classroom of EBD students. Also, this will be Mr. Burnett's first year teaching in an elementary classroom since he taught in middle school last year at Cherokee School. Ms. Amanda Johnson (veteran teacher) is mentoring Mr. Goodwin (veteran teacher, but is new teacher to our school and district). Mr. Goodwin taught at Cherokee School at the end of last school year on a temporary contract and is a new annual contract teacher this year. This is a good match because both are teachers of EBD students and this will be Mr. Goodwin's first full year teaching at an EBD alternative school.

Our planned mentoring activities for the school year are as follows:

The mentor teacher will provide 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.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team developed a Child Study Team weekly meeting schedule (every Monday at 8:45am in the conference room) that allows time to process data and address multi-tiered instruction/intervention in both academics and 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. During this time, the team is analyzing whether the child may have additional exceptionalities that may need to be re-examined.

Function and responsibility of each school-based leadership team member as related to MTSS and 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 MTSS Leadership Team, the SIP was developed and followed through.

Members of the team and their roles:

Carol-Ann Clenton-Martin, principal: Provides common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, ensures implementation of intervention support, and ensures highly qualified staff are in place and supported. Ensures that the teachers and staff are provided the necessary behavior and academic supports and training that support school initiatives and have been listed in the SIP are provided. Ensures that the teachers and staff are following the procedures laid out in the staff handbook and in all of the procedural guide and that are referenced in the SIP.

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. Ensures that the teachers and the staff attend the provided professional development that supports school initiatives. Ensures that the teachers and staff are following the procedures laid out in the staff handbook and in all of the procedural guides and that are referenced in the SIP.

Sonia Troupe, administrative dean: Provides information on student behavioral data, prior history of behavior, and monitors behavioral interventions that are being implemented. Ensures that the teachers and staff are following the behavior and Entry to Exit procedures laid out in the staff handbook and in all of the procedural guides and that are referenced in the SIP.

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

Marie Brancato, Reading Coach; Provides insight into the child's reading academic levels and provides possible academic interventions that can be used to help the child be successful.

Marc D'Antin, lead 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 Schmidt, social worker: Provides background information on families, provides attendance data and provides follow up with families when needed.

Dr. Mike Edwards, guidance counselor: Provides guidance expertise on the behaviors of students, facilitates the MTSS Child Study Team meetings. Provides counseling to the students in small group and individually.

Raine Cromer, 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.

Dr. Bacchus, 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

This school year, we developed the Entry to Exit protocols which gives a very detailed set of procedures that all staff members must follow to ensure that no child is left forgotten and that all children are receiving the motivation they need to be successful.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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 Daily Behavior Report Cards (DBRCs) and behavioral data collection sheets when needed 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 (PCM) and attend monthly PCM Refresher trainings 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 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 DBRCs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Cherokee School staff will initially receive an a follow up training this year building on their previous training of MTSS 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. After the overview training and follow-up trainings, teachers are given protected time to analyze grade level and classroom data with coaching assistance.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 2,460

Additional reading, math, writing, and the arts directed by a classroom teacher in a small group setting. This opportunity is an extension of the school year required by district criteria indicated on students' current individual education plans.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by the teacher and district by the Iowa State Basic Skills Test administered at the end of the summer.

Who is responsible for monitoring implementation of this strategy?

The principal, assistant principal, classroom teacher, CRT, and district reading personnel.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Clark-Ann Connie Kretz	Assistant Principal
Cindy Jaruszewski	CRT
Elizabeth Beatty	Media Specialist
Sanyette McKee	Behavior Specialist
Jacqueline Goodwin	3rd grade teacher
Chris Shirk	Music Teacher

How the school-based LLT 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.

Major initiatives of the LLT

Major initiatives this school year will be continuing to integrate 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	23%	8%	No	31%
American Indian				
Asian				
Black/African American	26%	9%	No	33%
Hispanic				
White				
English language learners				
Students with disabilities	23%	8%	No	31%
Economically disadvantaged	24%	8%	No	32%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	10	36%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	10	36%	55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		20%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	0%	No	30%
American Indian				
Asian				
Black/African American	23%	0%	No	30%
Hispanic				
White				
English language learners				
Students with disabilities	22%	0%	No	30%
Economically disadvantaged	22%	0%	No	30%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	[data excluded for privacy reasons]		50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	35	10%	15%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	41%	20%
Students retained, pursuant to s. 1008.25, F.S.	4	5%	0%
Students who are not proficient in reading by third grade	27	93%	80%
Students who receive two or more behavior referrals	44	49%	35%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	56	68%	45%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Cherokee School encourages parental involvement and believes that parents should be involved in all aspects of Title I programs and meetings as well as the Parental Involvement Plan. Parents were invited to review the PIP, SIP, and School Compact, and given an opportunity to provide input at the end of the school year, during the summer, and at Meet the Teacher for this school year for all three of these documents. The principal and Title I contact will provide agendas and reminders of meetings to encourage participation. The Parent Liaison will call each parent individually to provide the details of each school event/training and assist with any transportation needs the parents may have. During Meet the Teacher, Open House and at Parent Orientations, parents will be informed of parental involvement opportunities and committees that are available. They will be encouraged to sign up for committees such as School Advisory Council, Parent Teacher’s Association, etc. Parents who sign up will be contacted and invited to join the committee of their choice. Minutes will be kept for all meetings held, as well as sign in sheets for attendance. A meeting will be held in the Spring of each year to review the Title I Parental Involvement Plan, Title I budget, School Improvement Plan, and School/Teacher/Parent/Student Compact.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement in school activities.	23	27%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Goal: Increase student achievement in behavior by reducing classroom disruptions, office referrals, in school and out of school suspensions by setting clear standards for school wide and classroom behavior and applying them fairly and consistently.
- G2.** Increase student achievement in behavior by implementing a school wide Check In & Check Out system that focuses on building relationships with student & staff & teach skills to help to decrease inappropriate behaviors and increase student success.
- G3.** Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.
- G4.** Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .
- G5.** Students will increase comprehension and fluency in reading.
- G6.** Increase students' foundational skills by providing targeted interventions based on students' needs.
- G7.** Increase student engagement during instructional delivery through the use of Arts Integration.
- G8.** Increase students' basic math skills and the ability to problem solve.

Goals Detail

G1. Goal: Increase student achievement in behavior by reducing classroom disruptions, office referrals, in school and out of school suspensions by setting clear standards for school wide and classroom behavior and applying them fairly and consistently.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- CHAMPS TRAINING: A proactive & positive approach to classroom management. Randy Sprick, Ph.D. Monthly professional development with CHAMPS for all staff involved with students.

Targeted Barriers to Achieving the Goal

- There are a few staff members who are not yet trained and there is not always a lot of time available to get the staff not currently trained together for training .

Plan to Monitor Progress Toward the Goal

Check periodically to make sure teachers and staff are using CHAMPS appropriately.

Person or Persons Responsible

Principal, Assistant Principal, Sonia Troupe, Sanyette McKee, Marc D'Antin, Brian Davis.

Target Dates or Schedule:

Weekly

Evidence of Completion:

Documentation on logs that they observed the particular classroom or staff usage of CHAMPS.

G2. Increase student achievement in behavior by implementing a school wide Check In & Check Out system that focuses on building relationships with student & staff & teach skills to help to decrease inappropriate behaviors and increase student success.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Staff Check-In Check-out Procedures

Targeted Barriers to Achieving the Goal

- Lack of teachers trained on the procedures of the check-in and check-out process.

Plan to Monitor Progress Toward the Goal

Procedures of the Check-In, Check-Out process

Person or Persons Responsible

Principal, Assistant Principal, Marc D'Antin, Sonia Troupe

Target Dates or Schedule:

Monthly

Evidence of Completion:

Documentation of students' behavior as charted by trained behavior team will be monitored for increases or decreases in desired behaviors.

G3. Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Social Studies
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Common Core website; Kentucky New York and other already-implemented states' websites for reference; Instructional Coach materials from training; PDS online trainings from OCPS;

Targeted Barriers to Achieving the Goal

- Teachers are unfamiliar as a whole with the Common Core Standards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.
- Teachers do not completely understand the 6 Instructional shifts in ELA. They need these to bring the Common Core to all subject areas.

Plan to Monitor Progress Toward the Goal

Deconstructing Standards (strategy 1): Compare and contrast the teachers' work with deconstructing the standards with that of other states. This can be a measure of their understanding Instructional Shifts (strategy 2): Instructional shifts are observed and documented in classroom observations data and are evidenced in lesson plans as well. Collaborative Team meetings will record discussions of using the instructional shifts.

Person or Persons Responsible

Due to technical glitch in which #8 from strategy 2 overwrites #8 on strategy 1, both are included here:
 Deconstructing Standards (strategy 1): Principal, Assistant Principal, CRT, Literacy Coach; Collaborative Team leaders and team members
 Instructional Shifts (strategy 2): Principal, Assistant Principal, CRT, Literacy Coach; Collaborative Team leaders and team members

Target Dates or Schedule:

Deconstructing Standards (strategy 1): At Collaborative meetings once a month; Instructional Shifts (strategy 2): Discussions at Collaborative Team meetings once a month; peer, informal, and formal observations throughout the year

Evidence of Completion:

Deconstructing Standards (strategy 1): Team meeting minutes; teacher reflections; Core leadership minutes
 Instructional Shifts (strategy 2): Team meeting minutes; teacher reflections; Core leadership minutes; data from i-observation or reflections from peer observations

G4. Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- The Art and Science of Teaching and the accompanying handbook by Bob Marzano et al.
- Becoming a Reflective Teacher by Bob Marzano et al

Targeted Barriers to Achieving the Goal

- The teachers are familiar with the Marzano Domain 1 Classroom Strategies and Behaviors, but still need practice/training in making them a part of their everyday teaching practice.
- The teachers lack experience with the specific protocols and scales with which they are assessed.

Plan to Monitor Progress Toward the Goal

Evaluate data; collaborate with PLC/Collaborative Teams to problem solve and determine subsequent strategy if results are limited. Also evaluate the evidence of success to determine how to maintain and improve the results.

Person or Persons Responsible

Principal, Assistant Principal; CRT; Literacy Coach; Collaborative Teams

Target Dates or Schedule:

at the middle and end of each quin

Evidence of Completion:

Minutes of Collaborative Team meetings; minutes of administration meetings; compilation of data in data notebooks

G5. Students will increase comprehension and fluency in reading.**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math ()
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Teachers trained in the new Journeys reading program, Journeys reading curriculum, computer technology, Think Central access

Targeted Barriers to Achieving the Goal

- Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training.

Plan to Monitor Progress Toward the Goal

The CRT will collect in-service points and certificates of completion from teachers.

Person or Persons Responsible

The principal, assistant principal, CRT, Literacy Coach, will determine how the progress of this goal will be monitored.

Target Dates or Schedule:

The progress of this goal will be monitored monthly.

Evidence of Completion:

The CRT will have a chart of teachers that have completed the courses.

G6. Increase students' foundational skills by providing targeted interventions based on students' needs.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Professional Learning Communities
- Common Formative Assessments

Targeted Barriers to Achieving the Goal

- There is a lack of effective assessment practices.
- Teachers need to provide more targeted interventions that are based on individual student's needs.

Plan to Monitor Progress Toward the Goal

Data analysis charts of the Common Formative Assessment results. Monitoring of the PLC Collaborative Team Meeting Minutes to review and ensure the appropriate changes are made to interventions based on the CFA testing data results.

Person or Persons Responsible

PLC Collaborative Team Leader Assistant Principal

Target Dates or Schedule:

Monthly throughout the school year.

Evidence of Completion:

Visits by the AP will be recorded on the PLC Collaborative Teams' Meeting Minutes form uploaded to the site. Monthly PLC Meeting report will be updated on Share Point on the Admin site.

G7. Increase student engagement during instructional delivery through the use of Arts Integration.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Science - Elementary School

Resources Available to Support the Goal

- Dramatic Education Consultant: Professional Development provided by Dramatic Learning; Modeling in classrooms provided by Dramatic Education.
- Arts Integration Team (school-based) to provide support and guidance to classroom teachers on a daily basis.

Targeted Barriers to Achieving the Goal

- Students have intensive behaviors which are so extreme they can interfere with learning.
- Students are easily distracted.

Plan to Monitor Progress Toward the Goal

Students showing a positive learning gain will exemplify success was achieved in increasing student engagement.

Person or Persons Responsible

Principal; Assistant Principal

Target Dates or Schedule:

At the end of each testing time period (Fall, Winter, Spring)

Evidence of Completion:

Data Reports summarizing student performance and growth will be provided to administration.

G8. Increase students' basic math skills and the ability to problem solve.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- STEM

Resources Available to Support the Goal

- Teacher resources are training in the new math curriculum; "Go Math!", Think Central website, computer technology, materials and supplies.

Targeted Barriers to Achieving the Goal

- Barriers include lack of District support personnel, lack of computer technology, lack of training, and lack of materials.

Plan to Monitor Progress Toward the Goal

The collecting of In-service points or certificates will suffice in the teachers meeting the completion of this goal.

Person or Persons Responsible

The principal, assistant principal, CRT are responsible for monitoring the progress toward meeting this goal.

Target Dates or Schedule:

The monitoring of the progress towards meeting this goal will be checked monthly for all classroom teachers.

Evidence of Completion:

The CRT will provide a Chart of Completion that will list all teachers who have completed the trainings.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Goal: Increase student achievement in behavior by reducing classroom disruptions, office referrals, in school and out of school suspensions by setting clear standards for school wide and classroom behavior and applying them fairly and consistently.

G1.B1 There are a few staff members who are not yet trained and there is not always a lot of time available to get the staff not currently trained together for training .

G1.B1.S1 We have scheduled substitutes for staff so that the untrained staff can be trained.

Action Step 1

CHAMPS training to occur in the upcoming month

Person or Persons Responsible

Maureen Gale

Target Dates or Schedule

September 17, 24 -2013

Evidence of Completion

Sign in sheets and certificate of completion

Facilitator:

Maureen Gale

Participants:

Principal, Teachers, and other Staff.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

CHAMPS strategies used in the classrooms by teachers.

Person or Persons Responsible

Sanyette McKee, Marc D'Antin, Sonia Troupe

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation by trained staff on documentation logs in data notebooks.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 We have also made available the staff members who are currently trained to be resources for the untrained staff.

Action Step 1

Trained staff to act as a resource for untrained staff

Person or Persons Responsible

Sanyette McKee, Brian Davis, Marc D'Antin, Sonia Troupe

Target Dates or Schedule

Daily

Evidence of Completion

Documentation by trained staff that they assisted the untrained staff on their daily logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase student achievement in behavior by implementing a school wide Check In & Check Out system that focuses on building relationships with student & staff & teach skills to help to decrease inappropriate behaviors and increase student success.

G2.B1 Lack of teachers trained on the procedures of the check-in and check-out process.

G2.B1.S1 Train all of available staff on the procedures needed for check-in, check-out process.

Action Step 1

Training for all available staff for the check-in, check-out procedures

Person or Persons Responsible

Marc D'Antin, Sonia Troupe, Sanyette McKee

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Sheets of monthly meetings and certificates of completion

Facilitator:

Marc D'Antin, Sonia Troupe, Sanyette McKee

Participants:

Staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Training for check-in, check-out procedures

Person or Persons Responsible

Principal, Assistant Principal, Marc D'Antin, and Sonia Troupe

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation will be on sign in sheets at monthly training meetings and training certificates.

Plan to Monitor Effectiveness of G2.B1.S1

Check-In, Check-Out Procedures

Person or Persons Responsible

Marc D'antin, Sonia Troupe

Target Dates or Schedule

Daily

Evidence of Completion

Documentation will be in daily logs of trained staff as evidence that staff is using procedures correctly.

G3. Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.

G3.B1 Teachers are unfamiliar as a whole with the Common Core Standards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.

G3.B1.S1 Provide professional development in deconstructing the Common Core State Standards for teachers.

Action Step 1

District tools for deconstructing standards; referencing other state websites and CPalms

Person or Persons Responsible

Cindy Jaruszewski and Marie Brancato

Target Dates or Schedule

Professional Development Wednesdays throughout the year; Collaborative Team meetings throughout the year

Evidence of Completion

Diagrams of deconstructed standards from the teachers;

Facilitator:

Marie Brancato and Cindy Jaruszewski

Participants:

Cindy Jaruszewski and Marie Brancato

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review the teachers' work from the professional development; have the teachers reflect on the activity and determine if it has helped them write their lesson plans

Person or Persons Responsible

Principal and Assistant Principal; CRT; Literacy Coach

Target Dates or Schedule

After the professional development event;

Evidence of Completion

Teachers' work with deconstructing standards; handouts; exit slips/reflections;

Plan to Monitor Effectiveness of G3.B1.S1

Diagrams and related lesson plans

Person or Persons Responsible

Marie Brancato, Cindy Jaruszewski, and Collaborative Team members

Target Dates or Schedule

Throughout the year, after the professional development sessions;

Evidence of Completion

Diagrams are completed and the lesson plan reflect increased awareness of the standards

G3.B2 Teachers do not completely understand the 6 Instructional shifts in ELA. They need these to bring the Common Core to all subject areas.

G3.B2.S1 Provide teachers with professional development on the ELA instructional shifts to improve the achievement in reading and writing all subject areas.

Action Step 1

Introduce the 6 Instructional shifts through modeling and arts integration strategies with active participation of the group.

Person or Persons Responsible

Cindy Jaruszewski and Marie Brancato

Target Dates or Schedule

Professional Development Wednesdays in September and October.

Evidence of Completion

Handouts, PD products, sign-in-sheets, exit slips;

Facilitator:

Marie Brancato and Cindy Jaruszewski

Participants:

Cindy Jaruszewski and Marie Brancato

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Introduce the 6 instructional shifts to the staff in a creative way with staff participation

Person or Persons Responsible

Cindy Jaruszewski and Marie Brancato

Target Dates or Schedule

After the professional development event;

Evidence of Completion

Handouts, products, exit slips, sign-in-sheet, and the minutes from trainings

Plan to Monitor Effectiveness of G3.B2.S1

We will observe the instructional shifts being used in lesson plans and actual classroom implementation.

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach

Target Dates or Schedule

After the professional development event; during peer, informal, and formal observations throughout the year

Evidence of Completion

Observation data; lesson plans outlining the shifts;

G4. Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .

G4.B1 The teachers are familiar with the Marzano Domain 1 Classroom Strategies and Behaviors, but still need practice/training in making them a part of their everyday teaching practice.

G4.B1.S1 For this particular goal, emphasis will be placed on professional development in Lesson Segment Addressing Content which includes Design Questions 2, 3, and 4. The teachers must see the progression of rigor the students will experience as they interact with new knowledge, practice and deepen knowledge, and generate the test hypotheses about new knowledge.

Action Step 1

Specific instruction in the elements of Design Questions 2, 3, and 4 in addition to clarification of what rigor means in the education of our ESE students. As in everything academic at Cherokee School, the links will be made to the use of arts integration in the implementation as well.

Person or Persons Responsible

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

Wednesday professional development times; teacher planning periods; individual conferences

Evidence of Completion

Results of classroom assessments as well as district and state level assessments throughout the year.

Facilitator:

Marie Brancato and Cindy Jaruszewski

Participants:

Marie Brancato and Cindy Jaruszewski

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Review handouts, paperwork, activities, and input of the teachers as to the effectiveness of the training

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach

Target Dates or Schedule

At the completion of each professional development event

Evidence of Completion

Sign-in sheets, handouts, exit slips and implementation evidence in observations

Plan to Monitor Effectiveness of G4.B1.S1

FCAT, FAIR, Orange Writes, Performance Matters results; data from classroom reading and math assessments. If poor results, continue to support teachers through individual conferences and observations with Literacy Coach and CRT; Collaborative Teams will also discuss results in their meetings.

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach; Collaborative Teams

Target Dates or Schedule

After each assessment period if district and state testing; monthly through collection of classroom data and assessments; evidence from teacher observations; monthly discussions in collaborative team meetings at mid quin and at the end of the quin

Evidence of Completion

Data reports from all assessments; teacher observation data; minutes from collaborative meetings

G4.B1.S2 Support staff will model lessons for the teachers on ways to effectively implement the elements in Design Questions 2, 3, and 4.

Action Step 1

Lessons pre-arranged with teachers and developed with teachers but implemented by the CRT or Literacy Coach

Person or Persons Responsible

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

During arranged times in the classrooms or as requested by teachers at least twice per quin

Evidence of Completion

Lesson plan and reflections by the teacher and support teacher in post conference; follow-up reflections by the teachers as they use the strategy.

Facilitator:

Marie Brancato and Cindy Jaruszewski

Participants:

Marie Brancato and Cindy Jaruszewski

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Review of lesson plans, reflections, and formal and informal observation results;

Person or Persons Responsible

Principal, Assistant Principal, Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

After each lesson modeling event

Evidence of Completion

Lesson plans; classroom teacher and support teacher reflections; results in i-observation

Plan to Monitor Effectiveness of G4.B1.S2

Discussions with individual teachers after modeling sessions; discussions with collaborative teams at their meetings twice per quin to review testing results to evaluate effectiveness of use of DQ 2, 3, and 4.

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach, Collaborative Teams

Target Dates or Schedule

After each lesson modeling session; after assessment periods; review of classroom data at mid-quin and at the end of each quin.

Evidence of Completion

Lesson plans; classroom and support teacher reflections; results of district, state, and classroom assessments

G4.B2 The teachers lack experience with the specific protocols and scales with which they are assessed.

G4.B2.S1 Teachers will have the opportunity to use the protocols to evaluate their peers and/or videos of teachers. They need hands-on work with the tools used to evaluate them.

Action Step 1

Professional Development on the elements of Design Questions 2, 3, and 4 using the protocols.
Observations and scoring using the protocols and scales

Person or Persons Responsible

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

Wednesday professional development opportunities; team planning time or individual conferences

Evidence of Completion

Teacher responses and evaluation sheets; handouts; exit slips; sign-in-sheets

Facilitator:

Marie Brancato and Cindy Jaruszewski

Participants:

Marie Brancato and Cindy Jaruszewski

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review the handouts, activities, and exit slips/products of the professional development

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach

Target Dates or Schedule

After the professional development event

Evidence of Completion

Handouts, sign-in-sheets, exit slips,

Plan to Monitor Effectiveness of G4.B2.S1

Evaluate data from district and state assessments; evaluate data from classroom assessments; collaborate with PLC/Collaborative Teams to discuss the results and make a plan of action; discuss the maintenance/improvement aspects of successes

Person or Persons Responsible

Principal, Assistant Principal, CRT, Literacy Coach

Target Dates or Schedule

After district and state assessment periods when data is available; monthly monitoring of classroom assessment data

Evidence of Completion

Minutes from Collaborative Team meetings; minutes from Administrative meetings; data reports of all district and state testing; data reports from classroom testing and intervention

G4.B2.S2 Lesson Studies

Action Step 1

Teachers will take lesson study classes as staff development from the CRT and Reading Coach to learn more about protocols and scales and how they are assessed in the evaluation system.

Person or Persons Responsible

The CRT and Reading Coach will go to lesson study trainings provided by the District. They will in turn provide staff with the information they receive from the trainings about protocols, scales, and other Marzano hand-outs pertinent to their evaluations.

Target Dates or Schedule

The lesson studies will be done on a monthly basis and provided at the teachers' PLC meetings.

Evidence of Completion

The evidence will be in the sign-in sheets from the PLC meetings and ultimately in the teacher evaluations.

Facilitator:

Cindy Jaruszewski, Marie Brancato

Participants:

Instructional Personnel

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Students will increase comprehension and fluency in reading.

G5.B1 Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training.

G5.B1.S2 Provide teachers with proper training and computer technology support.

Action Step 1

Teachers will need Journeys trainings for curriculum instruction. Teachers will also need Think Central access and on-line usage of materials and website.

Person or Persons Responsible

The principal, assistant principal, CRT, and Literacy Coach, will be needed to implement the identified strategies.

Target Dates or Schedule

The actions steps will take place throughout the year: Aug-June.

Evidence of Completion

A certificate of completion or in-service points will suffice for this action step.

Facilitator:

Cindy Jaruszewski, Marie Brancato, District personnel

Participants:

The principal, assistant principal, CRT, and Literacy Coach, will be needed to implement the identified strategies.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

The CRT will check-in with teachers on a monthly basis to see who has had training and who has not.

Person or Persons Responsible

The principal, assistant principal, CRT, Literacy Coach are responsible for the fidelity of this implementation.

Target Dates or Schedule

The implementation of this strategy will be monitored monthly.

Evidence of Completion

The proof of this strategy will be in-service records and/or certificates of completion.

Plan to Monitor Effectiveness of G5.B1.S2

The proof of this strategy will be in-service points and certificates of completion.

Person or Persons Responsible

The CRT will monitor this strategy for effectiveness.

Target Dates or Schedule

This strategy will be monitored monthly.

Evidence of Completion

CRT will have a Chart of Completion that will list all of the teachers who have completed the courses.

G6. Increase students' foundational skills by providing targeted interventions based on students' needs.

G6.B1 There is a lack of effective assessment practices.

G6.B1.S1 Establish PLC Collaborative Teams focused on effective cross curricular planning who have weekly PLC meetings about the students.

Action Step 1

PLC Collaborative Teams will meet on each Tuesday. Initially, they will develop the following: team norms, a Team Smart Goal, essential questions (based on content areas), essential outcomes (based on the content areas), and common formative assessments.

Person or Persons Responsible

PLC Collaborative Team Leader; PLC Collaborative Team Members

Target Dates or Schedule

Every Tuesday from 2:15pm-3:00pm for the duration of the school year 2013-2014

Evidence of Completion

PLC Collaborative Team Meeting Minutes/Agenda which is uploaded to the school Share Point site in each team's PLC Library site on a weekly basis.

Facilitator:

PLC Collaborative Team Leader; Assistant Principal

Participants:

PLC Collaborative Team Leader; PLC Collaborative Team Members

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitoring the Meeting Minutes via Share Point on a weekly basis. Rotating through the PLCs to monitor meetings and provide guidance as needed.

Person or Persons Responsible

PLC Collaborative Team Leader; Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Visits by the AP will be recorded on the PLC Collaborative Teams' Meeting Minutes form uploaded to the site. Monthly PLC Meeting report will be updated on Share Point on the Admin site.

Plan to Monitor Effectiveness of G6.B1.S1

PLC Notebook will contain all of the data that has been collected and charted by the PLC

Person or Persons Responsible

PLC Collaborative Team Leader

Target Dates or Schedule

Once per month: December 2013, January 2104, February 2014, March 2014, April 2014, May 2014

Evidence of Completion

Common Formative Assessments Data Results Standardized Testing Results (Fall, Winter and Spring)

G6.B1.S2 Establish PLC Collaborative Teams who create and implement the use of common assessments with fidelity to drive targeted interventions.

Action Step 1

PLC Collaborative Teams will continually do data analysis of standardized assessments and common formative assessments to plan the targeted interventions that will be used for each of the students serviced by their PLC.

Person or Persons Responsible

PLC Collaborative Team Leader; PLC Collaborative Team Members

Target Dates or Schedule

Every Tuesday from 2:15pm-3:00pm for the duration of the school year 2013-2014

Evidence of Completion

PLC Collaborative Team Meeting Minutes/Agenda which is uploaded to the school Share Point site in each team's PLC Library site on a weekly basis.

Facilitator:

PLC Collaborative Team Leader; Assistant Principal

Participants:

PLC Collaborative Team Leader; PLC Collaborative Team Members

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Monitoring the Meeting Minutes via Share Point on a weekly basis. Rotating through the PLCs to monitor meetings and provide guidance as needed.

Person or Persons Responsible

PLC Collaborative Team Leader; Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Visits by the AP will be recorded on the PLC Collaborative Teams' Meeting Minutes form uploaded to the site. Monthly PLC Meeting report will be updated on Share Point on the Admin site.

Plan to Monitor Effectiveness of G6.B1.S2

PLC Notebook will contain all of the data that has been collected and charted by the PLC

Person or Persons Responsible

PLC Collaborative Team Leader

Target Dates or Schedule

Once per month: December 2013, January 2104, February 2014, March 2014, April 2014, May 2014

Evidence of Completion

Common Formative Assessments Data Results Standardized Testing Results (Fall, Winter and Spring)

G7. Increase student engagement during instructional delivery through the use of Arts Integration.

G7.B1 Students have intensive behaviors which are so extreme they can interfere with learning.

G7.B1.S1 Provide opportunities to increase students engagement and learning by utilizing Arts Integration within the classroom during content instruction. Programs include: Drum Magic, ABC Music and Me; and Dramatic Education.

Action Step 1

Dramatic Education will provide professional development to teachers on incorporating the arts to increase student engagement.

Person or Persons Responsible

Teachers, Arts Integration Team, CRT, Administration

Target Dates or Schedule

August 12, 2013 (Pre-planning week)

Evidence of Completion

Professional Development Agenda, Handout, Staff Sign in Sheets

Facilitator:

Dramatic Education; Marie Brancato

Participants:

Teachers, Arts Integration Team, CRT, Administration

Action Step 2

Dramatic Education will provide modeling of arts integration with the content areas to teachers to increase student engagement.

Person or Persons Responsible

Teachers, Arts Integration Team, CRT, Administration

Target Dates or Schedule

Multiple times throughout the school year.

Evidence of Completion

Dramatic Education Classroom Visit Schedule

Facilitator:

Dramatic Education; Marie Brancato

Participants:

Teachers, Arts Integration Team, CRT, Administration

Plan to Monitor Fidelity of Implementation of G7.B1.S1

All related paperwork will be collected and reviewed; training will be monitored by administration

Person or Persons Responsible

Principal, Assistant Principal, Marie Bracato, Cindy Jaruszewski

Target Dates or Schedule

At the completion of each professional development event

Evidence of Completion

Agenda, Sign In Sheet, Handouts, observation,

Plan to Monitor Effectiveness of G7.B1.S1

Student Performance Matters Benchmark Scores; Student DRA scores; Student FAIR scores

Person or Persons Responsible

Cindy Jaruszewski, Marie Brancato

Target Dates or Schedule

Student Performance Matters Benchmark Scores (Fall and Winter); Student DRA scores (Fall, Winter, Spring); Student FAIR scores Fall, Winter, Spring)

Evidence of Completion

Data collected will be shared at the Core Leadership Meeting

G8. Increase students' basic math skills and the ability to problem solve.

G8.B1 Barriers include lack of District support personnel, lack of computer technology, lack of training, and lack of materials.

G8.B1.S1 Teachers can train in the new math program: "Go Math!" and understand new curriculum and access the computer web-based materials.

Action Step 1

Trainings for "Go Math!" will need to be implemented.

Person or Persons Responsible

The principal, assistant principal, CRT, will identify action steps that will need to be taken to implement the identified strategies.

Target Dates or Schedule

The action steps will need to be taken through the months of August-June.

Evidence of Completion

Certificate of completion or in-service points will be checked by the CRT.

Facilitator:

Cindy Jaruszewski, Marie Brancato

Participants:

The principal, assistant principal, CRT, will identify action steps that will need to be taken to implement the identified strategies.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

CRT will check in with teachers to verify who has received training and who has not.

Person or Persons Responsible

The principal, assistant principal, and CRT will determine how the strategy will be monitored for the fidelity of implementation.

Target Dates or Schedule

The strategy will be monitored monthly for fidelity of implementation.

Evidence of Completion

A certificate of completion or in-service points will be used to monitor the fidelity of implementation.

Plan to Monitor Effectiveness of G8.B1.S1

Data regarding training for teachers will be collected by the CRT. Once the training is completed by the teachers, increased student achievement should result in the classroom.

Person or Persons Responsible

The CRT will collect data on who has been trained in the new math curriculum "Go Math!".

Target Dates or Schedule

The data will be collected on a monthly basis.

Evidence of Completion

The CRT will make a Chart of Completion that will contain all the teachers who have completed the training.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Goal: Increase student achievement in behavior by reducing classroom disruptions, office referrals, in school and out of school suspensions by setting clear standards for school wide and classroom behavior and applying them fairly and consistently.

G1.B1 There are a few staff members who are not yet trained and there is not always a lot of time available to get the staff not currently trained together for training .

G1.B1.S1 We have scheduled substitutes for staff so that the untrained staff can be trained.

PD Opportunity 1

CHAMPS training to occur in the upcoming month

Facilitator

Maureen Gale

Participants

Principal, Teachers, and other Staff.

Target Dates or Schedule

September 17, 24 -2013

Evidence of Completion

Sign in sheets and certificate of completion

G2. Increase student achievement in behavior by implementing a school wide Check In & Check Out system that focuses on building relationships with student & staff & teach skills to help to decrease inappropriate behaviors and increase student success.

G2.B1 Lack of teachers trained on the procedures of the check-in and check-out process.

G2.B1.S1 Train all of available staff on the procedures needed for check-in, check-out process.

PD Opportunity 1

Training for all available staff for the check-in, check-out procedures

Facilitator

Marc D'Antin, Sonia Troupe, Sanyette McKee

Participants

Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Sheets of monthly meetings and certificates of completion

G3. Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.

G3.B1 Teachers are unfamiliar as a whole with the Common Core Standards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.

G3.B1.S1 Provide professional development in deconstructing the Common Core State Standards for teachers.

PD Opportunity 1

District tools for deconstructing standards; referencing other state websites and CPalms

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

Cindy Jaruszewski and Marie Brancato

Target Dates or Schedule

Professional Development Wednesdays throughout the year; Collaborative Team meetings throughout the year

Evidence of Completion

Diagrams of deconstructed standards from the teachers;

G3.B2 Teachers do not completely understand the 6 Instructional shifts in ELA. They need these to bring the Common Core to all subject areas.

G3.B2.S1 Provide teachers with professional development on the ELA instructional shifts to improve the achievement in reading and writing all subject areas.

PD Opportunity 1

Introduce the 6 Instructional shifts through modeling and arts integration strategies with active participation of the group.

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

Cindy Jaruszewski and Marie Brancato

Target Dates or Schedule

Professional Development Wednesdays in September and October.

Evidence of Completion

Handouts, PD products, sign-in-sheets, exit slips;

G4. Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .

G4.B1 The teachers are familiar with the Marzano Domain 1 Classroom Strategies and Behaviors, but still need practice/training in making them a part of their everyday teaching practice.

G4.B1.S1 For this particular goal, emphasis will be placed on professional development in Lesson Segment Addressing Content which includes Design Questions 2, 3, and 4. The teachers must see the progression of rigor the students will experience as they interact with new knowledge, practice and deepen knowledge, and generate the test hypotheses about new knowledge.

PD Opportunity 1

Specific instruction in the elements of Design Questions 2, 3, and 4 in addition to clarification of what rigor means in the education of our ESE students. As in everything academic at Cherokee School, the links will be made to the use of arts integration in the implementation as well.

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

Wednesday professional development times; teacher planning periods; individual conferences

Evidence of Completion

Results of classroom assessments as well as district and state level assessments throughout the year.

G4.B1.S2 Support staff will model lessons for the teachers on ways to effectively implement the elements in Design Questions 2, 3, and 4.

PD Opportunity 1

Lessons pre-arranged with teachers and developed with teachers but implemented by the CRT or Literacy Coach

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

During arranged times in the classrooms or as requested by teachers at least twice per quin

Evidence of Completion

Lesson plan and reflections by the teacher and support teacher in post conference; follow-up reflections by the teachers as they use the strategy.

G4.B2 The teachers lack experience with the specific protocols and scales with which they are assessed.

G4.B2.S1 Teachers will have the opportunity to use the protocols to evaluate their peers and/or videos of teachers. They need hands-on work with the tools used to evaluated them.

PD Opportunity 1

Professional Development on the elements of Design Questions 2, 3, and 4 using the protocols. Observations and scoring using the protocols and scales

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

Marie Brancato and Cindy Jaruszewski

Target Dates or Schedule

Wednesday professional development opportunities; team planning time or individual conferences

Evidence of Completion

Teacher responses and evaluation sheets; handouts; exit slips; sign-in-sheets

G4.B2.S2 Lesson Studies**PD Opportunity 1**

Teachers will take lesson study classes as staff development from the CRT and Reading Coach to learn more about protocols and scales and how they are assessed in the evaluation system.

Facilitator

Cindy Jaruszewski, Marie Brancato

Participants

Instructional Personnel

Target Dates or Schedule

The lesson studies will be done on a monthly basis and provided at the teachers' PLC meetings.

Evidence of Completion

The evidence will be in the sign-in sheets from the PLC meetings and ultimately in the teacher evaluations.

G5. Students will increase comprehension and fluency in reading.

G5.B1 Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training.

G5.B1.S2 Provide teachers with proper training and computer technology support.**PD Opportunity 1**

Teachers will need Journeys trainings for curriculum instruction. Teachers will also need Think Central access and on-line usage of materials and website.

Facilitator

Cindy Jaruszewski, Marie Brancato, District personnel

Participants

The principal, assistant principal, CRT, and Literacy Coach, will be needed to implement the identified strategies.

Target Dates or Schedule

The actions steps will take place throughout the year: Aug-June.

Evidence of Completion

A certificate of completion or in-service points will suffice for this action step.

G6. Increase students' foundational skills by providing targeted interventions based on students' needs.

G6.B1 There is a lack of effective assessment practices.

G6.B1.S1 Establish PLC Collaborative Teams focused on effective cross curricular planning who have weekly PLC meetings about the students.

PD Opportunity 1

PLC Collaborative Teams will meet on each Tuesday. Initially, they will develop the following: team norms, a Team Smart Goal, essential questions (based on content areas), essential outcomes (based on the content areas), and common formative assessments.

Facilitator

PLC Collaborative Team Leader; Assistant Principal

Participants

PLC Collaborative Team Leader; PLC Collaborative Team Members

Target Dates or Schedule

Every Tuesday from 2:15pm-3:00pm for the duration of the school year 2013-2014

Evidence of Completion

PLC Collaborative Team Meeting Minutes/Agenda which is uploaded to the school Share Point site in each team's PLC Library site on a weekly basis.

G6.B1.S2 Establish PLC Collaborative Teams who create and implement the use of common assessments with fidelity to drive targeted interventions.

PD Opportunity 1

PLC Collaborative Teams will continually do data analysis of standardized assessments and common formative assessments to plan the targeted interventions that will be used for each of the students serviced by their PLC.

Facilitator

PLC Collaborative Team Leader; Assistant Principal

Participants

PLC Collaborative Team Leader; PLC Collaborative Team Members

Target Dates or Schedule

Every Tuesday from 2:15pm-3:00pm for the duration of the school year 2013-2014

Evidence of Completion

PLC Collaborative Team Meeting Minutes/Agenda which is uploaded to the school Share Point site in each team's PLC Library site on a weekly basis.

G7. Increase student engagement during instructional delivery through the use of Arts Integration.

G7.B1 Students have intensive behaviors which are so extreme they can interfere with learning.

G7.B1.S1 Provide opportunities to increase students engagement and learning by utilizing Arts Integration within the classroom during content instruction. Programs include: Drum Magic, ABC Music and Me; and Dramatic Education.

PD Opportunity 1

Dramatic Education will provide professional development to teachers on incorporating the arts to increase student engagement.

Facilitator

Dramatic Education; Marie Brancato

Participants

Teachers, Arts Integration Team, CRT, Administration

Target Dates or Schedule

August 12, 2013 (Pre-planning week)

Evidence of Completion

Professional Development Agenda, Handout, Staff Sign in Sheets

PD Opportunity 2

Dramatic Education will provide modeling of arts integration with the content areas to teachers to increase student engagement.

Facilitator

Dramatic Education; Marie Brancato

Participants

Teachers, Arts Integration Team, CRT, Administration

Target Dates or Schedule

Multiple times throughout the school year.

Evidence of Completion

Dramatic Education Classroom Visit Schedule

G8. Increase students' basic math skills and the ability to problem solve.

G8.B1 Barriers include lack of District support personnel, lack of computer technology, lack of training, and lack of materials.

G8.B1.S1 Teachers can train in the new math program: "Go Math!" and understand new curriculum and access the computer web-based materials.

PD Opportunity 1

Trainings for "Go Math!" will need to be implemented.

Facilitator

Cindy Jaruszewski, Marie Brancato

Participants

The principal, assistant principal, CRT, will identify action steps that will need to be taken to implement the identified strategies.

Target Dates or Schedule

The action steps will need to be taken through the months of August-June.

Evidence of Completion

Certificate of completion or in-service points will be checked by the CRT.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.	\$1,000
G4.	Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .	\$1,050
G5.	Students will increase comprehension and fluency in reading.	\$500
G7.	Increase student engagement during instructional delivery through the use of Arts Integration.	\$10,500
G8.	Increase students' basic math skills and the ability to problem solve.	\$500
Total		\$13,550

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
General Fund 001	\$1,550	\$0	\$0	\$1,550
General Fund	\$4,000	\$0	\$0	\$4,000
	\$0	\$500	\$0	\$500
General Budget 001	\$0	\$0	\$7,500	\$7,500
Total	\$5,550	\$500	\$7,500	\$13,550

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Increase student achievement in Reading and Math through the teachers' practice with deconstructing the Common Core State Standards and implementing the 6 instructional shifts.

G3.B1 Teachers are unfamiliar as a whole with the Common Core Standards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.

G3.B1.S1 Provide professional development in deconstructing the Common Core State Standards for teachers.

Action Step 1

District tools for deconstructing standards; referencing other state websites and CPalms

Resource Type

Professional Development

Resource

Teachers will be provided with professional development on how to deconstruct the Common Core State Standards. Teachers will have access to other state websites and CPalms for deconstructed standards. Teachers will be provided with hand-outs and other mat

Funding Source

General Fund 001

Amount Needed

\$500

G3.B2 Teachers do not completely understand the 6 Instructional shifts in ELA. They need these to bring the Common Core to all subject areas.

G3.B2.S1 Provide teachers with professional development on the ELA instructional shifts to improve the achievement in reading and writing all subject areas.

Action Step 1

Introduce the 6 Instructional shifts through modeling and arts integration strategies with active participation of the group.

Resource Type

Professional Development

Resource

Professional Development on the ELA instructional shifts and how to integrate the shifts across all subject areas. The teachers will be provided with hand-outs and materials to facilitate these shifts in their classrooms.

Funding Source

General Fund

Amount Needed

\$500

G4. Increase student achievement in interacting the content of all subject areas through the use of the Marzano strategies for Teaching and Learning. .

G4.B1 The teachers are familiar with the Marzano Domain 1 Classroom Strategies and Behaviors, but still need practice/training in making them a part of their everyday teaching practice.

G4.B1.S1 For this particular goal, emphasis will be placed on professional development in Lesson Segment Addressing Content which includes Design Questions 2, 3, and 4. The teachers must see the progression of rigor the students will experience as they interact with new knowledge, practice and deepen knowledge, and generate the test hypotheses about new knowledge.

Action Step 1

Specific instruction in the elements of Design Questions 2, 3, and 4 in addition to clarification of what rigor means in the education of our ESE students. As in everything academic at Cherokee School, the links will be made to the use of arts integration in the implementation as well.

Resource Type

Professional Development

Resource

Professional Development on Wednesdays, hand-outs and materials, and supplies for teachers to implement strategies in classroom.

Funding Source

General Fund 001

Amount Needed

\$50

G4.B2 The teachers lack experience with the specific protocols and scales with which they are assessed.

G4.B2.S1 Teachers will have the opportunity to use the protocols to evaluate their peers and/or videos of teachers. They need hands-on work with the tools used to evaluate them.

Action Step 1

Professional Development on the elements of Design Questions 2, 3, and 4 using the protocols.
Observations and scoring using the protocols and scales

Resource Type

Evidence-Based Materials

Resource

Professional Development on the protocols and scales that are used to evaluate teachers on design questions 2, 3, and 4.

Funding Source

Amount Needed

\$500

G4.B2.S2 Lesson Studies

Action Step 1

Teachers will take lesson study classes as staff development from the CRT and Reading Coach to learn more about protocols and scales and how they are assessed in the evaluation system.

Resource Type

Professional Development

Resource

Teachers will engage in Lesson Studies in their PLCs and be supplied with hand-outs on the Marzano protocol and scales.

Funding Source

General Fund 001

Amount Needed

\$500

G5. Students will increase comprehension and fluency in reading.

G5.B1 Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training.

G5.B1.S2 Provide teachers with proper training and computer technology support.

Action Step 1

Teachers will need Journeys trainings for curriculum instruction. Teachers will also need Think Central access and on-line usage of materials and website.

Resource Type

Professional Development

Resource

Teachers will have professional development of the Journeys curriculum and Think Central resources. Hand-outs will be given as a resource for teachers to reference and use in the classroom.

Funding Source

General Fund 001

Amount Needed

\$500

G7. Increase student engagement during instructional delivery through the use of Arts Integration.

G7.B1 Students have intensive behaviors which are so extreme they can interfere with learning.

G7.B1.S1 Provide opportunities to increase students engagement and learning by utilizing Arts Integration within the classroom during content instruction. Programs include: Drum Magic, ABC Music and Me; and Dramatic Education.

Action Step 1

Dramatic Education will provide professional development to teachers on incorporating the arts to increase student engagement.

Resource Type

Evidence-Based Program

Resource

Professional development for teachers regarding for ideas related to arts integration in classroom. Ideas for lesson plans, Handouts to use in classroom, Supplies and materials for lessons,

Funding Source

General Budget 001

Amount Needed

\$7,500

Action Step 2

Dramatic Education will provide modeling of arts integration with the content areas to teachers to increase student engagement.

Resource Type

Professional Development

Resource

Professional Development on how to give arts integration lessons.

Funding Source

General Fund

Amount Needed

\$3,000

G8. Increase students' basic math skills and the ability to problem solve.

G8.B1 Barriers include lack of District support personnel, lack of computer technology, lack of training, and lack of materials.

G8.B1.S1 Teachers can train in the new math program: "Go Math!" and understand new curriculum and access the computer web-based materials.

Action Step 1

Trainings for "Go Math!" will need to be implemented.

Resource Type

Professional Development

Resource

Teachers will have access to GO Math! training. Teachers will be supplied with materials and hand-outs to reference in class.

Funding Source

General Fund

Amount Needed

\$500