

Cherokee

550 S EOLA DR, Orlando, FL 32801

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

Yes

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Building a family to sustain a community while focusing on the success of each child, every day.

Provide the school's vision statement

To be a nationally recognized school for leading students with emotional behavior disorders (EBD) from being at risk to proficient.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Each student is assigned an adult mentor as a part of our check-in and check-out process, which is a part of our school-wide behavior modification plan. In addition each classroom teacher conducts a learning style inventory of each student. The behavior team disseminates an interest inventory to gain an idea of what incentives will motivate students to perform well in academics and behavior. Additionally at the end of every week all students can earn the opportunity to participate in a club which are primarily run by program assistants and supported by instructional support staff and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As students arrive to school they can expect to be greeted by a staff member (usually the same) as soon as they get off the bus. Students can also expect to be received by a classroom teacher or support staff member at breakfast as well as to be greeted by their individual mentor each morning. Throughout the school day students have the same classroom teacher and program assistant in their classroom. Additional support staff who may report to their class do so on a routine basis which sets a consistent and stable working and learning environment for students. At dismissal students are escorted to their bus by their classroom teacher and are also met by their adult mentor (usually the same) to briefly discuss their day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All classroom and instructional staff are CHAMPS trained. The CHAMPS model is supported by our school-wide behavior modification system which is based on positive behavior and intervention supports practices. Students are monitored throughout the day on behavioral targets as it relates to their IEP goals.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students are provided social skills activities weekly as well as small group or individual psycho-educational counseling.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Cherokee is a separate day school that serves students with emotional and behavioral disorders. All students are sent to our school via a staffing specialist and each student has an Individualized Education Plan (IEP). IEP goals and services are provided to each student based on needs outlined on the IEP. In addition, each student is routinely reviewed during our weekly child study team meeting/multi-tiered system of support meetings. In these meetings attendance, behavioral concerns, academic concerns, and health concerns are discussed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	2	2	7	6	8	25
One or more suspensions	1	3	2	8	5	9	28
Course failure in ELA or Math	0	0	0	7	4	5	16
Level 1 on statewide assessment	0	0	0	8	8	9	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	8	7	10	28

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

On a weekly basis child study team (CST) meetings are held where the components of the multi-tiered system of supports (MTSS) are discussed for each student. Interventions are utilized based on a tiered approach dependent on student academic or behavioral need. The criteria for tiers are specifically determined by the level of frequency and intensity for behavior intervention, and consequently for academics as determined by needs, needs much and on target as indicted on statewide assessments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174909>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Cherokee School has forged a few partnerships with local businesses and agencies to meet either a specific need or assist with a specific event. We currently have 3 consistent partners who have supported us for more than 3 years consecutively with mentorship, incentives for staff and students, reading books, and quarterly recognitions for students who improve their grades and behavior.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Clenton-Martin, Carol-Ann	Principal
Bacchus, Don	Psychologist
Beatty, Elizabeth	Instructional Media
Brancato, Marie	Other
Cromer, Raine	Other
Edwards, Michael	Guidance Counselor
McKee, Sanyette	Teacher, ESE
Schmidt, Heather	Other
Troupe, Sonia	Dean
Walker, Cindy	Instructional Coach
Watson, Monica	Registrar
Wellon, Tamara	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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.

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.

Sanyette McKee, 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.

Christine Shirk, staffing 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. Don 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 and classroom teams.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sanyette McKee	Education Support Employee
Tamara Wellon	Education Support Employee
Carol-Ann Clenton-Martin	Principal
Holly Miethke	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Even though our students did not make learning gains according to the state standards, 83% of our students did show a gain in reading.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The school principal prepares and submits the annual budget. The proposed plan is then shared with the SAC members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We do not receive any SAC School Improvement Funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brancato, Marie	Other
Beatty, Elizabeth	Instructional Media
Clenton-Martin, Carol-Ann	Principal
Walker, Cindy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major initiatives this school year will be continuing to integrate the arts into reading, writing, and other curriculum areas in addition to finding ways to increase the amount of reading that students do school-wide. The team will promote Celebrate Literacy Week, Library Card Month, National Library Week, Poetry Month, and the Accelerated Reader program. The Literacy Leadership Team will develop initiatives that will increase parent involvement in family reading and writing and encourage them to visit their local library. Among these are quarterly Read-At-Home initiatives and celebrations involving families and the community, newsletters with literacy information and ideas, and Accelerated Reader reports sent home. The Literacy Leadership Team will provide information on research-based teaching strategies to support effective instruction in the classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The main strategy employed by Cherokee teachers is the participation in Professional Learning Community meetings. These meetings provide an opportunity for teachers to come together, plan lessons, discuss strategies for student learning, and continue ensuring student success. As student success is the fundamental basis for the creation of PLCs, the opportunity to meet fosters a more

collaborative environment with the effect of improving student assessments. 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.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Cherokee, we follow the hiring guidelines set by the Educator Recruitment, Development, & Retention Department and locate the most qualified teachers by contacting District sources familiar with EBD procedures and students. Additionally, we do the following:

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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ms. Sabangan (former Teacher of the Year winner and a veteran teacher) is mentoring Ms. Gordon (a first-year ESE teacher) as well as Mr. Burnett (a 3rd-year teacher). This will be an effective match as Ms. Sabangan is a very experienced teacher (she has been in the teaching profession for 10 years) and is an expert on the behaviors of EBD students (has taught at Cherokee for 9 years).

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Cherokee 's instructional materials are aligned with Florida standards as they are received directly from the District, which adopts materials according to the standards. The Professional Learning Communities aid teacher understanding of the different standards and result in clearing up any misconceptions about the standards and the new Common Core requirements. The PLCs, during lesson planning, create lessons that correspond to the proper standards and utilize different strategies and tools to effect student improvement. Lesson planning also accounts for assessments,

which detail the areas teachers should focus their teaching. Constant monitoring of digital instruction in reading, writing, and math provides a tool to immediately align the needs of the students with Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

As all of our classes contain a limited number of students, students receive a great deal of small group instruction, tutoring, and intensive push-in sessions (when a teacher interacts with one student who needs help meeting proficiency on a particular standard) for all students, including ELL students. Because of our concentration on helping students become proficient in reading, every teacher creates schedules that reflect this emphasis: a 90-minute reading block, a writing block, instruction correlated with student needs, and instruction aligned with the Language Arts Florida Standards.

Monitoring assessments from Accelerated Reader, Journeys, DRA, and FAIR provide constant insight into our student levels and how best to create lessons and utilize materials to lift our students to a higher one.

Additional materials--library books, leveled readers, magazines, reading games, phonological materials, and classroom libraries--provide ways for different levels of students to interact with text. Creating lessons that reflect the diverse learning styles of each student and using technology as a way to connect and increase student interest will result in student learning gains.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the 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 Rationale

This setting helps our students who need remediation in core academic areas and students that need Good Cause Exemptions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Troupe, Sonia, sonia.troupe@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

During the Professional Learning Community meetings, teachers discuss methods to best help our incoming students and to create an instructional foundation that will prepare our outgoing students. To ensure that this transition is successful, our weekly MTSS/Child Study Team meeting focuses on the needs of all of our transitioning students and confirms that collaboration occurs across grade levels, content areas, and the students' new/previous school. As a result, collaboration directly connects to improvement results in instruction practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Cherokee's Destination College program ensures that all of our students receive the instructional foundation to prepare them for success in middle school, high school, higher education, and prepare them for work readiness. Using research-based strategies, students in Grades 3-5 are exposed to the rigors of higher education as the standards articulated by high school curriculum are integrated into each teacher's daily lessons.

Cherokee implements different strategies to advance college and career awareness. One important strategy is to expose our students to as many different employers during our annual Teach-In day and regular Angel Paws Reading Assistance Therapy dogs meetings. Traveling to a variety of public venues--The Orlando Repertory Theater, Orlando City Ballet, Crealde Art Museum--opens our students' eyes to different career avenues.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Destination College is a career and college readiness program offered by the District that is promoted in our school that prepares students for an advanced education beyond high school. Throughout the day, teachers integrate DC strategies in regular curriculum to help advance our students to higher levels of learning. Technical education programs are also promoted through Destination college and our students are encouraged to pursue these different courses.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Cherokee implements Destination College which is a college and career readiness program that promotes furthering education beyond high school. Cherokee also offers Clubs every Friday to student who earn them. Clubs such as Engineering, Sewing, and Cooking are just to name a few that help promote life-skills that are necessary for students to develop when they graduate. Teach-In is another activity sponsored by the county that Cherokee holds every year where volunteers come and share their careers with students. These activities support the academics that are taught at our school which reflect in our overall student achievement scores.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

It will be directly expressed to our students that preparation for work readiness and career preparation starts in the earlier grades. Cherokee staff will coordinate parent meetings to discuss their child's academics and to explain our role in assisting students with being ready for college and the real world.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement in behavior by minimizing school-wide disruptions by using the CHAMPS process to set clear expectations.
- G2.** Increase student achievement in Reading comprehension and fluency.
- G3.** Increase student achievement in basic Math fluency.
- G4.** Increase students' achievement in foundational Writing skills.
- G5.** Increase students' foundational skills by providing targeted interventions based on students' needs.
- G6.** Increase student engagement during instructional delivery through the use of Arts Integration.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement in behavior by minimizing school-wide disruptions by using the CHAMPS process to set clear expectations. 1a

G042712

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- 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 3

- 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 G1. 8

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

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Classroom Walk-Throughs

G2. Increase student achievement in Reading comprehension and fluency. 1a

G042714

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	39.0

Resources Available to Support the Goal 2

- CPalms Website; Instructional Coach materials from training; PDS online trainings from OCPS;

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar as a whole with the new Florida Standards tandards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.

Plan to Monitor Progress Toward G2. 8

How did teachers' understanding of the new standards reflect in the students' achievement?

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Report Cards, Benchmark Scores, FSA Scores, other State and District Achievement Scores.

G3. Increase student achievement in basic Math fluency. 1a

G042715

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	37.0

Resources Available to Support the Goal 2

- CPalms, IMS Scope and Sequence, Think Central Resources

Targeted Barriers to Achieving the Goal 3

- The teachers are not familiar with new Florida Standards.
- Teachers can not always cover all of the material required in one year.

Plan to Monitor Progress Toward G3. 8

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 Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Minutes of Collaborative Team meetings; minutes of administration meetings; compilation of data in data notebooks, State and District test scores

G4. Increase students' achievement in foundational Writing skills. 1a

G042716

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	20.0

Resources Available to Support the Goal 2

- Core Connections

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

G5. Increase students' foundational skills by providing targeted interventions based on students' needs. 1a

G042717

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Professional Learning Communities
- Common Formative Assessments

Targeted Barriers to Achieving the Goal 3

- 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 G5. 8

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 Responsible

Schedule

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.

G6. Increase student engagement during instructional delivery through the use of Arts Integration. 1a

G042718

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	39.0

Resources Available to Support the Goal 2

- 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 3

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

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement in behavior by minimizing school-wide disruptions by using the CHAMPS process to set clear expectations. **1**

 G042712

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 . **2**

 B104280

G1.B1.S1 We have scheduled substitutes for staff so that the untrained staff can be trained. **4**

 S115448

Strategy Rationale

This is arranged so staff can be trained

Action Step 1 **5**

CHAMPS training to occur in the upcoming month

Person Responsible

Sanyette McKee

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and certificate of completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

CHAMPS strategies used in the classrooms by teachers.

Person Responsible

Sanyette McKee

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Documentation by trained staff on documentation logs in data notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ms. McKee will keep record of who has been trained on CHAMPS.

Person Responsible

Sanyette McKee

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

In-service points and records. A list of trained staff members will be kept by Ms. McKee.

G1.B1.S2 We have also made available the staff members who are currently trained to be resources for the untrained staff. **4**

 S115449

Strategy Rationale

This is so untrained staff has point people to ask questions when needed

Action Step 1 **5**

Trained staff to act as a resource for untrained staff

Person Responsible

Sanyette McKee

Schedule

Daily, from 10/1/2014 to 6/4/2015

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 **6**

Classrooms will be monitored for CHAMPS usage and CHAMPS boards.

Person Responsible

Sanyette McKee

Schedule

Daily, from 10/1/2014 to 6/4/2015

Evidence of Completion

Reduction in discipline referrals, restraints, and other discipline issues monitored by the TPS.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

CHAMPS leader will ensure that substitutes are placed in classrooms so teachers can be trained.

Person Responsible

Sanyette McKee

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Substitute log in office

G2. Increase student achievement in Reading comprehension and fluency. 1

 G042714

G2.B1 Teachers are unfamiliar as a whole with the new Florida Standards tandards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement. 2

 B104282

G2.B1.S1 Provide professional development in deconstructing the Florida State Standards for teachers.

4

 S115451

Strategy Rationale

This will help them understand exactly what to teach and when to teach it.

Action Step 1 5

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

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Diagrams of deconstructed standards from the teachers; Evidence in lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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 Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 5/27/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Diagrams and related lesson plans

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 5/27/2015

Evidence of Completion

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

G3. Increase student achievement in basic Math fluency. 1

G042715

G3.B1 The teachers are not familiar with new Florida Standards. 2

B104284

G3.B1.S1 Teachers will receive professional development on the new Florida Standards. 4

S115453

Strategy Rationale

This will help the teachers review the new standards in order to teach the appropriate curriculum.

Action Step 1 5

Professional Development for new Florida Standards

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, handouts, exit slips and implementation evidence in observations, report cards, data notebooks.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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 Responsible

Cindy Walker

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Data reports from all assessments; teacher observation data; minutes from collaborative meetings, report cards, data notebooks.

G3.B1.S2 Teachers will receive training on the scope and sequence of the new Florida Standards. 4

 S115454

Strategy Rationale

This will help the teachers know when to teach the standards and how to prepare their students for learning.

Action Step 1 5

Teachers will receive training on scope and sequence of new Florida Standards

Person Responsible

Cindy Walker

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans and reflections by the teacher and support teachers in post conference.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review of lesson plans and reflections from teachers and students' report cards

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, teacher reflections; results from students' report cards, district, state, and classroom assessments

G3.B2 Teachers can not always cover all of the material required in one year. 2

 B104285

G3.B2.S1 Teachers will be given instructional focus calendars monthly to guide their instruction throughout the year. 4

 S115455

Strategy Rationale

This will help them focus on the specific standards that their students need to work on.

Action Step 1 5

Teachers will be given instructional focus calendars to guide their instruction.

Person Responsible

Cindy Walker

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Instructional Focus Calendars, IMS scope and sequence documents

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Lesson plans will be reviewed to monitor that instructional focus standards are targeted weekly.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Classroom observations, walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

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 Responsible

Cindy Walker

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

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.

G3.B2.S2 Teachers will be trained on IMS Scope and Sequence to help guide their instruction. 4

 S115456

Strategy Rationale

This will help them locate specific standards to incorporate into their curriculum throughout the year.

Action Step 1 5

Classes will be given on how to use IMS to facilitate teacher planning.

Person Responsible

Cindy Walker

Schedule

On 10/29/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Principal will monitor lesson plans to ensure teachers are using standards to guide their instruction.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Staff Development sign-in sheets, exit slips/teacher reflections.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Teachers will monitor classroom achievement of students via progress reports and report cards,

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Progress Reports, Report Cards, District and State Achievement Scores

G4. Increase students' achievement in foundational Writing skills. 1

 G042716

G4.B1 Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training. 2

 B104286

G4.B1.S1 Provide teachers with District personnel support. 4

 S115457

Strategy Rationale

This will enable our teachers to have support when they have questions regarding the curriculum and its use in the classroom.

Action Step 1 5

Provide teachers will access to District level personnel who has the answers to new curriculum questions.

Person Responsible

Marie Brancato

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

E-mails, phone call logs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Provide District Support Personnel for Staff development

Person Responsible

Cindy Walker

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Exit Slips, Staff comments, Increase in student writing scores: Orange Write Scores

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monitor the effectiveness of District Support Personnel

Person Responsible

Cindy Walker

Schedule

Quarterly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Staff comments, exit slips

G4.B1.S2 Provide teachers with proper training and computer technology support. 4

 S115458

Strategy Rationale

This will help our teachers learn the curriculum and how to use it with our students in the classroom.

Action Step 1 5

Teachers will need Core Connections Training.

Person Responsible

Cindy Walker

Schedule

On 6/4/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

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

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

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

Person Responsible

Cindy Walker

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

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

G5. Increase students' foundational skills by providing targeted interventions based on students' needs. 1

G042717

G5.B1 There is a lack of effective assessment practices. 2

B104287

G5.B1.S1 Establish PLC Collaborative Teams focused on effective cross curricular planning who have weekly PLC meetings about the students. 4

S115459

Strategy Rationale

Action Step 1 5

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 Responsible

Schedule

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.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

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

Person Responsible

Schedule

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 Implementation of G5.B1.S1 7

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

Person Responsible

Schedule

Evidence of Completion

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

G5.B1.S2 Establish PLC Collaborative Teams who create and implement the use of common assessments with fidelity to drive targeted interventions. 4

 S115460

Strategy Rationale

Action Step 1 5

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 Responsible

Schedule

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.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

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

Person Responsible

Schedule

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 Implementation of G5.B1.S2 7

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

Person Responsible

Schedule

Evidence of Completion

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

G6. Increase student engagement during instructional delivery through the use of Arts Integration. 1

G042718

G6.B1 Students have intensive behaviors which are so extreme they can interfere with learning. 2

B104289

G6.B1.S1 Provide opportunities to increase students engagement and learning by utilizing Arts Integration within the classroom during content instruction. Programs include: Osiris Folklore and Dramatic Education. 4

S115461

Strategy Rationale

These activities help students improve behavior issues and increase student productiveness in the classroom.

Action Step 1 5

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

Person Responsible

Marie Brancato

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Professional Development Agenda, Handout, Staff Sign in Sheets

Action Step 2 5

Osiris Folklore will provide musical interaction for students through African Folklore and Storytelling.

Person Responsible

Marie Brancato

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Osiris Folklore Visit Schedule

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

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

Person Responsible

Marie Brancato

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Agenda, Sign In Sheet, Handouts, observation,

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

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

Person Responsible

Cindy Walker

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Data collected will be shared at the Core Leadership Meeting

G6.B2 Students are easily distracted. 2

 B104290

G6.B2.S1 Develop activities related to the Arts so that students can have opportunities to engage in movement and hands-on activities. 4

 S115462

Strategy Rationale

These enrichment activities keep our students from becoming distracted easily.

Action Step 1 5

Provide Arts Integrated activities training for teachers.

Person Responsible

Marie Brancato

Schedule

Weekly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Lesson plans, formative and summative assessments in Reading and Math

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Teachers will indicate Arts Integrated activities in their lesson plans.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Lesson plans will be monitored for Arts Integration lesson plans by administrative team.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Performance Matters scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	CHAMPS training to occur in the upcoming month	McKee, Sanyette	10/1/2014	Sign in sheets and certificate of completion	6/4/2015 quarterly
G1.B1.S2.A1	Trained staff to act as a resource for untrained staff	McKee, Sanyette	10/1/2014	Documentation by trained staff that they assisted the untrained staff on their daily logs.	6/4/2015 daily
G2.B1.S1.A1	District tools for deconstructing standards; referencing other state websites and CPalms	Walker, Cindy	10/1/2014	Diagrams of deconstructed standards from the teachers; Evidence in lesson plans	5/27/2015 monthly
G3.B1.S1.A1	Professional Development for new Florida Standards	Walker, Cindy	10/1/2014	Results of classroom assessments as well as district and state level assessments throughout the year.	6/4/2015 monthly
G3.B1.S2.A1	Teachers will receive training on scope and sequence of new Florida Standards	Walker, Cindy	10/1/2014	Lesson plans and reflections by the teacher and support teachers in post conference.	6/4/2015 biweekly
G3.B2.S1.A1	Teachers will be given instructional focus calendars to guide their instruction.	Walker, Cindy	10/1/2014	Instructional Focus Calendars, IMS scope and sequence documents	6/4/2015 biweekly
G3.B2.S2.A1	Classes will be given on how to use IMS to facilitate teacher planning.	Walker, Cindy	10/1/2014	The evidence will be in the sign-in sheets from the PLC meetings and ultimately in the teacher evaluations.	10/29/2014 one-time
G4.B1.S2.A1	Teachers will need Core Connections Training.	Walker, Cindy	10/1/2014	A certificate of completion or in-service points will suffice for this action step.	6/4/2015 one-time
G5.B1.S1.A1	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.		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.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1	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.		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.	once	
G6.B1.S1.A1	Dramatic Education will provide professional development to teachers on incorporating the arts to increase student engagement.	Brancato, Marie	8/27/2014	Professional Development Agenda, Handout, Staff Sign in Sheets	6/4/2015 monthly
G4.B1.S1.A1	Provide teachers will access to District level personnel who has the answers to new curriculum questions.	Brancato, Marie	10/1/2014	E-mails, phone call logs	6/4/2015 weekly
G6.B2.S1.A1	Provide Arts Integrated activities training for teachers.	Brancato, Marie	8/27/2014	Lesson plans, formative and summative assessments in Reading and Math	6/4/2015 weekly
G6.B1.S1.A2	Osiris Folklore will provide musical interaction for students through African Folklore and Storytelling.	Brancato, Marie	8/27/2014	Osiris Folklore Visit Schedule	6/4/2015 monthly
G1.MA1	Check periodically to make sure teachers and staff are using CHAMPS appropriately.	Clenton-Martin, Carol-Ann	10/1/2014	Classroom Walk-Throughs	6/4/2015 biweekly
G1.B1.S1.MA1	Ms. McKee will keep record of who has been trained on CHAMPS.	McKee, Sanyette	8/20/2014	In-service points and records. A list of trained staff members will be kept by Ms. McKee.	6/4/2015 monthly
G1.B1.S1.MA1	CHAMPS strategies used in the classrooms by teachers.	McKee, Sanyette	8/20/2014	Documentation by trained staff on documentation logs in data notebooks.	6/4/2015 weekly
G1.B1.S2.MA1	CHAMPS leader will ensure that substitutes are placed in classrooms so teachers can be trained.	McKee, Sanyette	10/1/2014	Substitute log in office	6/4/2015 monthly
G1.B1.S2.MA1	Classrooms will be monitored for CHAMPS usage and CHAMPS boards.	McKee, Sanyette	10/1/2014	Reduction in discipline referrals, restraints, and other discipline issues monitored by the TPS.	6/4/2015 daily
G2.MA1	How did teachers' understanding of the new standards reflect in the students' achievement?	Clenton-Martin, Carol-Ann	10/1/2014	Report Cards, Benchmark Scores, FSA Scores, other State and District Achievement Scores.	6/4/2015 quarterly
G2.B1.S1.MA1	Diagrams and related lesson plans	Walker, Cindy	10/1/2014	Diagrams are completed and the lesson plan reflect increased awareness of the standards.	5/27/2015 monthly
G2.B1.S1.MA1	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	Walker, Cindy	10/1/2014	Teachers' work with deconstructing standards; handouts; exit slips/ reflections;	5/27/2015 monthly
G3.MA1	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.	Clenton-Martin, Carol-Ann	10/1/2014	Minutes of Collaborative Team meetings; minutes of administration meetings; compilation of data in data notebooks, State and District test scores	6/4/2015 biweekly
G3.B1.S1.MA1	FCAT, FAIR, Orange Writes, Performance Matters results; data from classroom reading and math assessments. If poor results, continue	Walker, Cindy	10/20/2014	Data reports from all assessments; teacher observation data; minutes from collaborative meetings, report cards, data notebooks.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to support teachers through individual conferences and observations with Literacy Coach and CRT; Collaborative Teams will also discuss results in their meetings.				
G3.B1.S1.MA1	Review handouts, paperwork, activities, and input of the teachers as to the effectiveness of the training	Clenton-Martin, Carol-Ann	10/20/2014	Sign-in sheets, handouts, exit slips and implementation evidence in observations, report cards, data notebooks.	6/4/2015 quarterly
G3.B2.S1.MA1	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	Walker, Cindy	10/1/2014	Minutes from Collaborative Team meetings; minutes from Administrative meetings; data reports of all district and state testing; data reports from classroom testing and intervention.	6/4/2015 biweekly
G3.B2.S1.MA1	Lesson plans will be reviewed to monitor that instructional focus standards are targeted weekly.	Clenton-Martin, Carol-Ann	10/1/2014	Lesson Plans, Classroom observations, walk-throughs	6/4/2015 weekly
G3.B1.S2.MA1	Review of lesson plans and reflections from teachers and students' report cards	Clenton-Martin, Carol-Ann	10/1/2014	Lesson plans, teacher reflections; results from students' report cards, district, state, and classroom assessments	6/4/2015 quarterly
G3.B1.S2.MA1	Review of lesson plans, reflections, and formal and informal observation results;	Clenton-Martin, Carol-Ann	10/1/2014	Lesson plans; classroom teacher and support teacher reflections; results in i-observation	6/4/2015 monthly
G3.B2.S2.MA1	Teachers will monitor classroom achievement of students via progress reports and report cards,	Clenton-Martin, Carol-Ann	10/1/2014	Progress Reports, Report Cards, District and State Achievement Scores	6/4/2015 quarterly
G3.B2.S2.MA1	Principal will monitor lesson plans to ensure teachers are using standards to guide their instruction.	Clenton-Martin, Carol-Ann	10/1/2014	Lesson plans, Staff Development sign-in sheets, exit slips/teacher reflections.	6/4/2015 weekly
G4.MA1	The CRT will collect in-service points and certificates of completion from teachers.	Walker, Cindy	10/1/2014	The CRT will have a chart of teachers that have completed the courses.	6/4/2015 monthly
G4.B1.S1.MA1	Monitor the effectiveness of District Support Personnel	Walker, Cindy	10/20/2014	Staff comments, exit slips	6/4/2015 quarterly
G4.B1.S1.MA1	Provide District Support Personnel for Staff development	Walker, Cindy	10/20/2014	Exit Slips, Staff comments, Increase in student writing scores: Orange Write Scores	6/4/2015 quarterly
G4.B1.S2.MA1	The proof of this strategy will be in-service points and certificates of completion.	Walker, Cindy	10/1/2014	CRT will have a Chart of Completion that will list all of the teachers who have completed the courses.	6/4/2015 monthly
G4.B1.S2.MA1	The CRT will check-in with teachers on a monthly basis to see who has had training and who has not.	Walker, Cindy	10/1/2014	The proof of this strategy will be in-service records and/or certificates of completion.	6/4/2015 monthly
G5.MA1	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.		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	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			on the Admin site.		
G5.B1.S1.MA1	PLC Notebook will contain all of the data that has been collected and charted by the PLC		Common Formative Assessments Data Results Standardized Testing Results (Fall, Winter and Spring)	once	
G5.B1.S1.MA1	Monitoring the Meeting Minutes via Share Point on a weekly basis. Rotating through the PLCs to monitor meetings and provide guidance as needed.		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.	once	
G5.B1.S2.MA1	PLC Notebook will contain all of the data that has been collected and charted by the PLC		Common Formative Assessments Data Results Standardized Testing Results (Fall, Winter and Spring)	once	
G5.B1.S2.MA1	Monitoring the Meeting Minutes via Share Point on a weekly basis. Rotating through the PLCs to monitor meetings and provide guidance as needed.		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.	once	
G6.MA1	Students showing a positive learning gain will exemplify success was achieved in increasing student engagement.	Clenton-Martin, Carol-Ann	8/27/2014	Data Reports summarizing student performance and growth will be provided to administration.	6/4/2015 monthly
G6.B1.S1.MA1	Student Performance Matters Benchmark Scores; Student DRA scores; Student FAIR scores	Walker, Cindy	8/27/2014	Data collected will be shared at the Core Leadership Meeting	6/4/2015 monthly
G6.B1.S1.MA1	All related paperwork will be collected and reviewed; training will be monitored by administration	Brancato, Marie	8/27/2014	Agenda, Sign In Sheet, Handouts, observation,	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.MA1	Lesson plans will be monitored for Arts Integration lesson plans by administrative team.	Clenton-Martin, Carol-Ann	8/20/2014	Lesson plans, Performance Matters scores	6/4/2015 weekly
G6.B2.S1.MA1	Teachers will indicate Arts Integrated activities in their lesson plans.	Clenton-Martin, Carol-Ann	8/20/2014	Lesson plans	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement in behavior by minimizing school-wide disruptions by using the CHAMPS process to set clear expectations.

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.

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

G2. Increase student achievement in Reading comprehension and fluency.

G2.B1 Teachers are unfamiliar as a whole with the new Florida Standards tandards and need a lot of work interacting with them to understand their requirements and possibilities for academic achievement.

G2.B1.S1 Provide professional development in deconstructing the Florida State Standards for teachers.

PD Opportunity 1

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

Facilitator

Marie Brancato (Reading Coach) and Cindy Walker (CRT)

Participants

Instructional Staff

Schedule

Monthly, from 10/1/2014 to 5/27/2015

G3. Increase student achievement in basic Math fluency.

G3.B1 The teachers are not familiar with new Florida Standards.

G3.B1.S1 Teachers will receive professional development on the new Florida Standards.

PD Opportunity 1

Professional Development for new Florida Standards

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

K-5 teachers

Schedule

Monthly, from 10/1/2014 to 6/4/2015

G3.B1.S2 Teachers will receive training on the scope and sequence of the new Florida Standards.

PD Opportunity 1

Teachers will receive training on scope and sequence of new Florida Standards

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

K-5 Staff

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

G3.B2 Teachers can not always cover all of the material required in one year.

G3.B2.S1 Teachers will be given instructional focus calendars monthly to guide their instruction throughout the year.

PD Opportunity 1

Teachers will be given instructional focus calendars to guide their instruction.

Facilitator

Marie Brancato and Cindy Jaruszewski

Participants

K-5 Staff

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

G3.B2.S2 Teachers will be trained on IMS Scope and Sequence to help guide their instruction.

PD Opportunity 1

Classes will be given on how to use IMS to facilitate teacher planning.

Facilitator

Cindy Walker

Participants

Instructional Personnel

Schedule

On 10/29/2014

G4. Increase students' achievement in foundational Writing skills.

G4.B1 Lack of District personnel support, lack of usable technology, lack of materials and supplies, lack of proper training.

G4.B1.S2 Provide teachers with proper training and computer technology support.

PD Opportunity 1

Teachers will need Core Connections Training.

Facilitator

Cindy Jaruszewski, Marie Brancato, District personnel

Participants

K-5 Team

Schedule

On 6/4/2015

G5. Increase students' foundational skills by providing targeted interventions based on students' needs.

G5.B1 There is a lack of effective assessment practices.

G5.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

Schedule

G5.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

Schedule

G6. Increase student engagement during instructional delivery through the use of Arts Integration.

G6.B1 Students have intensive behaviors which are so extreme they can interfere with learning.

G6.B1.S1 Provide opportunities to increase students engagement and learning by utilizing Arts Integration within the classroom during content instruction. Programs include: Osiris Folklore 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

Schedule

Monthly, from 8/27/2014 to 6/4/2015

PD Opportunity 2

Osiris Folklore will provide musical interaction for students through African Folklore and Storytelling.

Facilitator

Osiris Folklore

Participants

Teachers, Arts Integration Team, CRT, Administration

Schedule

Monthly, from 8/27/2014 to 6/4/2015

G6.B2 Students are easily distracted.

G6.B2.S1 Develop activities related to the Arts so that students can have opportunities to engage in movement and hands-on activities.

PD Opportunity 1

Provide Arts Integrated activities training for teachers.

Facilitator

Marie Brancato, Reading coach, Dr. Cindy Walker, CRT.

Participants

Teachers, Marie Brancato, Reading coach, and Dr. Cindy Walker, CRT

Schedule

Weekly, from 8/27/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 6: Increase student engagement during instructional delivery through the use of Arts Integration.	10,000
Grand Total	10,000

Goal 6: Increase student engagement during instructional delivery through the use of Arts Integration.

Description	Source	Total
B1.S1.A1	General Fund	7,500
B1.S1.A2 - Osiris Folklore	General Fund	2,500
Total Goal 6		10,000