




Cherokee School Improvement Plan (SIP) 2025-2026

	Academic	Belonging	Portrait of a Learner
			
Goal	<p>By the spring of 2026, 75% of students will meet or exceed expected achievement on the ELA section of the IAR assessment.</p> <p>By the spring of 2026, 81% of students will meet or exceed expected achievement on the Math section of the IAR assessment.</p>	<p>Create a school climate that supports all students in their engagement and social-emotional well-being to increase student belonging and achievement.</p> <p>Staff will maintain or increase School Connectedness on CSCI.</p>	<p>Students in each grade level will authentically demonstrate at least one competency of the Portrait of a Learner throughout the course of the year.</p> <p>4: Critical Thinking 3: Adaptability 2: Citizenship 1: Communication K: Empathy</p>
Current State	<p>2024-2025 IAR = 74% (ELA) 2024-2025 IAR = 81% (Math)</p> <p>2023-2024 State Percentiles ELA = 66% Math = 91%</p> <p>Fall MAP: ELA: 67% and Math: 77%</p> <p>Fastbridge: ELA: 88% and Math 86%</p>	<p>Student and Staff CSCI data</p>	<p>Students did not complete a reflection on the portrait in 24-25.</p>
Alignment to D67 Metrics	<p>Students will progress to the 95th percentile in the state on IAR proficiency in ELA and Math by 2028.</p> <p>The percentage of students in Grades 2-8 who meet their proficiency benchmark on MAP will increase from 45% in Spring of 2023 to 85% in Spring of 2028.</p> <p>The percentage of students who are identified as falling within the some or high-risk category of literacy will</p>	<p>Student CSCI responses to School Connectedness and Engagement maintain a rolling average of 4.1 through June 2028. Staff CSCI responses to School Connectedness and Engagement maintain a rolling average of 4.2 through June 2028.</p>	<p>The percentage of students demonstrating proficiency on the 8th grade capstone through the creation of artifacts documenting in the D67 Portrait Portfolio embodying the competencies will increase from 0% in June of 2024 to 100% by June of 2028.</p>

	decrease to 15% by Spring of 2028.		
Metrics	K-1: FastBridge data 2: FastBridge and MAP Growth 3-4: MAP growth and IAR data	CSCI data	Grade Level Artifacts and reflections
	Engagement Strategies, Classroom data		
Action Steps	Cherokee Action Steps - ELA and Math: <ul style="list-style-type: none"> Focus on high impact teaching strategies centered around student engagement and teacher clarity. Strengthen the use of formative assessments to design instruction, monitor student progress, and provide targeted instruction for students. 		
	Implement a school Improvement Process that involves the entire school in reviewing data and developing actionable steps to support student progress. Each grade level team has individual action steps unique to their grade level and the needs of students (ELA, Math, and SEL)	Implement a school Improvement Process that involves the entire school in reviewing data and developing actionable steps to support student progress. Each grade level team has individual action steps unique to their grade level and the needs of students. (ELA, Math, and SEL)	Implement a school Improvement Process that involves the entire school in reviewing data and developing actionable steps to support student progress. Each grade level team has individual action steps related to the Portrait of Learner.
	Provide professional learning around teacher clarity (targets, success criteria, feedback, questioning, engagement, and assessment).	Continue Foundations Team to plan schoolwide belonging initiatives	Student Participation in APT meetings to promote leadership and demonstrate POL skills.
	Increase team focus on collaboration centered around student data - Cheetah Chats at staff meetings and during CII time.	Monthly school wide themes to foster strong, powerful relationships, and a culture of belonging.	Increase student leadership opportunities across the building.
	Implement revised MTSS process for problem solving, interventions, data collection, and communication.	Increase leadership opportunities for students	Monthly focus on each competency and look for ways for students to share their learning across grade levels.
	Monthly meetings with specialists, psychologist, coach and principal to monitor progress of students receiving interventions and review MTSS process.	Buddy Classrooms to foster authentic connections across the building.	Increase staff collaboration in order to share ideas and build connections related to POL competencies.
	Monthly meetings with DSS team to monitor progress of students' IEP goals	Mentorship and meaningful works jobs implemented across staff	
	Increase focus on writing instruction implementing best practice (including summarizing, outlining, and connecting to reading comprehension).	Streamline MTSS and IPT process to proactively address student needs (SEL, belonging, engagement, and behavior).	

