

Orange County Public Schools

Thornebrooke Elementary



2015-16 School Improvement Plan

Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

www.ocps.net/lc/west/eto

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	28%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

To lead students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producers of successful students in the nation

School Environment

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

Relationships are one of the keys to success at Thornebrooke, and they are intentionally developed across all grade levels in a number of ways. This begins in kindergarten with our very youngest students. Thornebrooke's kindergarten teachers conduct home visits to their incoming students beginning in the first week of August. These home visits are an important tool in building relationships between teachers and students and between teachers and families. They give kindergarten students an opportunity to become acquainted with their teachers in the comfortable and familiar environment of their own homes, and they establish a partnership between students' families and teachers. All teachers at Thornebrooke utilize a variety of fun and engaging "get acquainted" activities during the first few days of school. It is a critical time for teachers to get to know their students and become familiar with their backgrounds and cultures, and it is also an opportunity to begin to establish the strong classroom community, the classroom family. This facilitates a safe environment for students to share about themselves and about their unique cultures amongst their classroom and school family. Parents of ELL students are invited to four meetings per year. All families are afforded a wide variety of opportunities to get involved with school activities and to participate in volunteer activities due to Thornebrooke's very strong and active PTO. These opportunities foster strong relationships among all of Thornebrooke's stakeholders. Finally, Thornebrooke holds over twenty after-school events and arts events which incorporate families into the learning and culture.

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

Keeping our students safe and feeling respected are top priorities among all staff at Thornebrooke. Throughout the course of the school day, a number of safeguards are in place to ensure students have adult supervision in all areas of the school. Staff is assigned to various areas of the campus before, during, and after school each day. It is a strictly enforced school-wide policy that students are always escorted by either adults or peers. In addition, Thornebrooke has made upgrades to a number of physical aspects of the campus, including additional fencing that has been installed for the PE area and the portable area of the school. Another recent upgrade was made to the surveillance system; additional cameras have been added throughout the school grounds. The comings and goings of adults on campus are closely monitored via a system which requires that all visitors be buzzed in. Once they enter the school building, they must register electronically and secure a visitor's pass before proceeding past the lobby of the building. Safety patrols are on hand to assist students both before and after school. This not only provides additional supervision for all students, it also affords leadership opportunities for the 5th graders, and the younger students are instructed to respect the safety patrols. Various clubs such as: before and after school tutoring for reading and math, homework club, breakfast club, chess club, coin club, eco club, guitar and keyboarding, golf, karate,

National Elementary Honor Society, multiple arts clubs, drama club and dance team are supported by staff to provide additional opportunities for students to receive respect and success in their areas of interest or academic needs. ASP, a before and after school program, is offered for those families who need extended child care. Thornebrooke has a full-time guidance counselor who tends to the social and emotional needs of our students individually, in small counseling groups, in individual classrooms, and in multi grade level assemblies. This is enhanced by the character education and anti-bullying lessons the guidance counselor provides throughout the year. With student safety and campus security a top priority, students are provided ample opportunities to pursue their interests in a safe and respectful environment.

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

With a behavior specialist and guidance counselor on staff, Thornebrooke Elementary is in the process of implementing the Conscious Discipline program school wide. The Conscious Discipline framework provides a student-centered discipline approach which allows students to monitor their own behaviors and take ownership of their actions. This program is based on positive relationships versus relationships based out of fear. Training for our teachers has been given over the past 3 years with continued follow-up. In conjunction with Conscious Discipline, common school norms for behavior throughout the school are provided through a leveled, rubric system. Protocol for disciplinary incidents is handled on a case-by-case basis in conjunction with OCPS expectations with the classroom teacher, counselor, behavior specialist and administration. OCPS Character Trait program is embedded with our school-wide fundraiser over the course of 3 weeks to expose the students and teachers to these values. Character traits and school behavior expectations are reviewed regularly during the morning announcements. Finally, the school provides at least two professional anti-bullying shows per year.

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

A full time guidance counselor conducts counseling groups weekly, which address the specific social and emotional needs of Thornebrooke's students. Additionally, whole group lessons are provided to address social interactions throughout all grade levels. The guidance counselor works with various outside resources to provide counseling support to many families. The behavior specialist provides on going social skills groups to minimize inappropriate behavior. Through our guidance department, in conjunction with donations, financial support is granted to families who need assistance. This support is provided to assist with funding field trips, before and after school care, social PTO functions, holiday gift drive, holiday food drives, 5th grade celebration, school supplies and additional events that develop.

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

Attendance- Teachers track the following: 2 absences/tardies, 5 unexcused absences/tardies, a letter is generated from administration to address the amount of absences and how important attendance is. After 10 absences/tardies, the social worker is involved and a level of support is put in place to ensure improved attendance. Teachers also include comments on report cards that the student has fallen below the 90% attendance rate.

Suspensions- Thornebrooke will follow the protocol implemented by OCPS. Our school also offers a

guidance component with a certified guidance counselor to intervene with the child and the teacher. This helps to minimize suspensions. Teachers will be expected to implement multiple behavior interventions prior to referring to the office. Additionally, the school behavior specialist will be consulted to provide tools to the classroom teacher to work with each individual student, case by case.

Failure in ELA or Math- Formative and summative assessments, teacher observations, classwork/ homework completion, and computer-based programs all assist in identifying struggling students. The MTSS process should be initiated immediately to look at various interventions, including before and after school tutoring and in-school intervention time.

Non-Proficient Students based on FSA ELA or Math- Due to achievement levels not yet released, this indicator will not be utilized.

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	10	3	4	3	7	6	33
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	6	22	17	19	29	24	117
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	K	1	4	5	
Students exhibiting two or more indicators	2	2	2	2	8

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

Intervention strategies for attendance are as follows: Letters are generated to make aware to parents the concern about absences/tardies. If the attendance does not improve, the social worker is involved and a meeting is set up between the parent, social worker, guidance and administration to assist in removing any barriers surrounding the attendance concern based on the need of the family and student.

For suspensions, Thornebrooke will follow the protocol implemented by OCPS with a guidance component to minimize out-of-school suspensions. The school-wide behavior plan is reviewed with the student, and additional in-class supports will be implemented if necessary. As the particular situation warrants, the parent, teacher and guidance counselor will work together to address individualized needs of the students and, when appropriate, the MTSS process for behavior will be initiated. Additionally, the behavior specialist will be consulted to provide tools to the classroom teacher to work with each individual student, case by case.

For the academic indicators (failure in ELA or Math), the following interventions are in place: Math and reading intervention groups are conducted during the school day. We also offer before and after school tutoring for ELA and math. We provide many incentives to promote the utilization of computer-based programs that provide support at home and at school for the students. Next, the initiation of the MTSS process will begin to provide targeted and alternative strategies to assist students' learning during the school day.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Establishing and maintaining positive relationships with families is essential to academic performance and overall school improvement. Thornebrooke offers a broad range of activities that engage all stakeholders. Great effort is made to enlist parents to join the Parent Teacher Organization and serve as volunteers throughout the year. The PTO works diligently to provide support for the educational and recreational needs of the school. PTO news (Barracuda Blasts) is sent via email and informs recipients of opportunities to assist with upcoming events. Our volunteers assist teachers within the classroom, working with individual students or small groups, facilitate and support various extracurricular clubs, promote school spirit, and even work in other areas of the school where there is a need. In addition, over 20 after-school events are attended by faculty, staff, parents, students, and our Partners in Education. Scheduling events after school is important to encourage participation among working families. During the 2014-2015 school year, volunteers logged 10,000+ hours, which demonstrates their dedication to the continued growth and development of Thornebrooke.

Thornebrooke has also been a multi-year recipient of the the state 5 Star School Award thanks to our many activities and volunteers.

Effectively communicating the school's mission and vision and keeping parents informed of their child's progress are integral to the success of the students. A monthly newsletter informs parents of school news as it relates to each grade level and/or special area. The principal sends a "Connect Orange" to families through mass telephone messages. The Thornebrooke website is updated regularly with important information. The addition of social media to communicate events was initiated during the 2014-2015 school year. Surveys of students, parents, and educators are used to gather information needed to continuously improve the educational experience for the Thornebrooke community. Progress Book is an electronic grade book that enables teachers to record and communicate student progress. In turn, parents and students are able to gain access to monitor grades. In addition, some teachers use Edmodo, an educational network that allows for collaboration among students, teachers, and parents. Conferences are held during the first and third grading periods and are encouraged regularly to inform parents of their child's social and academic progress. Students have access to other computer-based programs, such as Reading Plus, i-Ready, Lexia, IStation, SumDog and Accelerated Reader. Each of these computer-based programs offer a current snapshot of the progress of the student. This feature allows students, teachers and parents instant communication of progress for these programs.

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

Cultivating reciprocal relationships with the community continues to have a great impact on Thornebrooke Elementary School (TES). Each year, the representatives of Partners in Education work diligently to create relationships with new businesses. Last year, four new partnerships were established. The Thornebrooke PTO, families, and staff are encouraged to patronize businesses of Thornebrooke

partners. Community involvement at after school events provides promotional opportunities for local businesses. Banners of local businesses are displayed around campus and recognition of their support is visible within the monthly newsletter. Spirit nights promote the partners as well as the school spirit across all stakeholder groups. Generous donations are made to the school during school-wide fundraisers. Partners in Education spirit nights typically raise over \$2,000 annually. Thornebrooke has several curriculum initiatives in which the partners participate. These include Teach-In, Dental Health Month and the Community Helpers kindergarten field trip.

Thornebrooke is visible and often a winner at three to six community art festivals per year. Also, the school is an active participant in outside contests and has regularly placed high in math, the arts and creative writing.

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:

Name	Title
Daniels, Christopher	Principal
Honis, Susan	Instructional Coach
DiMaggio, Kimberly	Instructional Coach
Billig, Julie	Teacher, ESE
Summers, Jeanette	Guidance Counselor
Dobson, Ann	Instructional Media
Moore, Deidre	Administrative Support

Duties

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

Christopher Daniels-Principal-Overall monitoring of academic and behavioral curriculum, instruction and progress monitoring, teacher and classified staff evaluation, professional development, home/school connections.

Susan Honis- Resource Teacher, Reading Interventions, Instructional Coach, MTSS Coach, school-wide data, curriculum support, professional development, Testing Coordinator, Tutoring Coordinator, Textbook Manager, teacher observations

Kimberly DiMaggio- Math Intervention Teacher, curriculum support, Professional Development, school-wide data, teacher observations

Julie Billig-Behavior Specialist-ESE interventions, behavior supports

Deidre Moore-Staffing Specialist-ESE Supports, ESE interventions

Jeanette Summers-Guidance Counselor, student counseling, behavior supports, family support, discipline, ELL contact/CCT

Ann Dobson-Media Specialist, news crew, technology, National Elementary Honor Society

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

School leadership is closely aligned with MTSS and is heavily represented on the MTSS team. This process is utilized to identify and align all available resources to meet the needs of all students to maximize learning. The process will be initiated in one of two ways: 1) The classroom teacher will initiate and provide the MTSS team with valuable information. 2) Students are identified based on historical low performance or previous retention and initiate Tier II supports. Teachers and other staff identify specific interventions agreed upon at the meetings and monitor progress weekly. Students move through the tiers as needed depending on their response to the interventions used. Suggestions are offered to teachers throughout the process and discussions in the grade level PLCs. We meet regularly to discuss the progress each student is making and move forward with further intervention or continue the tier where they are being successful. The MTSS coach is responsible for scheduling meetings to discuss students' needs and monitor the progress of the students. Meetings are held monthly, if necessary, and also held more frequently depending upon the needs of the students. The math intervention teacher provides classroom teachers with resources to use with students for math. Consistent data collection and teacher input are used to decide problem-solving activities and application of resources.

With the assistance of PTO, school families, and Partners in Education, the school conducts two fundraisers a year to supplement school funding. This money is designated based on the needs outlined in the principal's presentation to PTO and SAC. All resources and/or equipment purchased with these funds is inventoried using the OCPS inventory procedures. Each program purchased is evaluated each year based on results, teacher input, and parent input. The principal works with the district, PTO, business partners, and SAC to secure funding that benefits the school as a whole and specific subgroups of students. PTO meets twice per month with the principal to secure help and resources for the school. The media specialist conducts one or two fundraisers per year with the help of parent volunteers and PTO to add to the literary resources for all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christopher Daniels	Principal
Jenny Morsch	Teacher
Diep Tu	Parent
Ranida Repiedad	Parent
Rita Phillips	Parent
Naz Assad	Parent
Vanessa Conser	Teacher
Melissa Hooks	Teacher
Dan Fuller	Teacher
Ken Kentner	Teacher
Kristi Heaton	Teacher
Nikkee Johnson	Teacher
Susie Honis	Teacher
Leslie Fernandes	Parent
Elizabeth Mayo	Parent
Ivelisse Hidalgo-Ortiz	Parent
Ifam Naseeruddin	Parent
Wylea Watson	Teacher
Jennifer Elzeer	Parent
Jonise Leonard	Parent
Mark Pohlhammer	Parent
Candace Barnes	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

The SAC evaluated the School Improvement Plan three times and kept informed of the school's progress throughout the year.

Development of this school improvement plan

During the September SAC meeting, the School Improvement Plan draft was presented to the SAC to review the goals and the proposed strategies. SAC was in agreement of the plan and approved the plan.

Preparation of the school's annual budget and plan

The annual budget and plan are prepared with the principal, along with the advice of team leaders and input by the SAC. The principal is provided with budget input monthly from team leaders and SAC. In addition, the school uses information from a school-wide survey from SAC. The budget committee is used during the budget cycle each year to evaluate school needs.

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

Thornebrooke Elementary received school improvement funds for the 2014-2015 school year. The SAC voted to approve \$6500 to supplement the before and after school tutoring programs for reading and math from September 12, 2014 thru March 13, 2015.

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

Yes

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

The SAC is meeting October 1, 2015 to finalize the roster.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Honis, Susan	Instructional Coach
Dobson, Ann	Instructional Media
Watson, Wylea	Teacher, K-12
Daniels, Christopher	Principal
Yockel, BillieJo	Teacher, K-12
Fischer, Julie	Teacher, K-12
Heaton, Kristi	Teacher, K-12
Morsch, Jennifer	Teacher, ESE
Litz, Cynthia	Teacher, K-12
Shields, Kimberly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Members of the LLT are the principal, CRT and ELA representatives for each grade level. The LLT will meet to review new literacy initiatives and provide research-based professional development for staff on effective instructional practices for the LAFS. The LLT will continue to monitor the school/district literacy plan through PLC discussions and progress monitoring. The LLT will meet quarterly to review the literacy plan and discuss continued implementation of LAFS. Lastly, the LLT will assist in promoting school-wide literacy nights, incentives for computer-based reading programs, grade level intervention curriculum, summer reading incentives and usage of the MTPs for curriculum support.

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

Grade level PLCs meet weekly to review student data surrounding formative assessments given on the grade level, collaboratively plan lessons and to hold standards-based discussions on curriculum. Team collaborative planning is provided for teams throughout the year with substitutes provided. Time on early

release days (Wednesdays) is dedicated to team building, sharing and vertical alignment. To ensure ample amount of time for collaborative planning, most teams will have additional PLC time to specifically look at planning and curriculum.

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

There are several strategies the school uses to recruit and retain highly qualified teachers at Thornebrooke. After reviewing district approved applicants, the principal selects candidates based on their previous job experience. When the candidates are interviewed, the principal includes team members from the appropriate grade level and other key staff members. Because of the positive, professional work environment, the school has a very low vacancy rate. The PTO helps in retaining highly qualified teachers by providing resources for the classrooms, monthly teacher recognition awards, gifts for Teacher Appreciation Week and food provided once a month during Wednesday staff meetings. The hospitality committee, made up of representatives from each grade level, provides social events on campus like breakfasts and seasonal snacks. Also, to continue to encourage a sense of community at the school, the hospitality committee sponsors off campus events.

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

The Teacher Mentoring Program/Plan follows the district recommendations and additional updates received from the instructional coach meetings. Monthly meetings are conducted with mentees to review various items such as the Marzano framework, discipline strategies, and provide opportunities to brainstorm effective strategies to meet the needs of the students in the classroom. Additionally, the successes of the teachers are discussed and celebrated. Activities are also designed to support current on-going professional development. Weekly meetings between the mentors and mentees are held both formally and informally to facilitate continual reflection on various aspects of teaching, lesson development, communication, discipline, time management and other professional responsibilities. The rationale for pairings of mentors with mentees traditionally is to select a qualified mentor with the proper credentials (Clinical Education and PDS Online Mentoring Course) who are on the mentee's grade level. Mentors strengths and personality are also considered to make the best match possible.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the 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

*Grade level FBS/enrichment occurs 5 days per week for ELA. Teachers are utilizing formative and summative assessments to establish intervention groups on the grade level targeting the lowest performing standards of ELA. These groups are evaluated and revised 1-2 times per quarter with

formative assessments, unit assessments, computer-based ELA and math programs and individual teacher data. Math intervention is provided according to data collected and need determined for each grade level. For the ESE department, alternative curriculum is provided through purchased intensive reading intervention curriculum, as well as the computer-based programs that offers multiple grade level standards.

*Differentiated Instruction: teachers utilize the suggested strategies and resources listed within the district curriculum platform (IMS, MTPs), adopted curriculum pieces for the district, and cPalms, along with other research-based tools and strategies aligning to the Florida State Standards.

*Reading intervention/math intervention pull out is provided to those students who enter the Tier II/ Tier III level of support through the MTSS process. Small teacher:student ratio, research-based materials, strategies and curriculum are used with students to reteach unmastered skills and standards, as well as providing additional instruction on foundational skills in both ELA and math.

*Before and after school tutoring is offered in ELA and math. Students are provided with additional time to work on learned concepts, skills and standards through research- based programs. They also receive additional direct instruction on higher order skills with the assistance of teachers.

*Enrichment-Accelerated Reader Incentive Program, Battle of the Books competition, math competitive team, gifted classes to increase the rigor of the Florida Standards and literacy circles are all included for the advanced level of students.

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: Before School Program

Minutes added to school year: 121,000

Students in the lowest 25% will participate in before/after school tutoring for ELA utilizing resources from core curriculum along with i-Ready reading computer-based program to all support the Florida Standards.

Strategy Rationale

Students will be provided small group instruction with a certified teacher covering Florida Standards. In addition to the curriculum, a relationship between student and teacher will be created.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

The students are identified based on formative assessments, progress monitoring data, and teacher input. During the tutoring program student's performance is monitored through the use of computer-based management tools as well as embedded assessments within the programs. There should be an increase in student performance with formative assessments, STAR reading assessment, Accelerated Reader comprehension tests and classroom performance.

Strategy: After School Program

Minutes added to school year: 42,000

National Elementary Honor Society-Students meet 7 times per year to establish service projects and extend their learning by completing a research project.

Strategy Rationale

With the implementation of NEHS, students are given an opportunity to extend their learning by planning, researching and implementing various programs to assist other students within the school. Students act as tutors in some classes to assist students with their academics. Additionally, students are learning to cooperatively work with other students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

End-of-year assessments and classroom performance (formative and summative assessments) are monitored quarterly of both NEHS students and those they assist.

Strategy: After School Program

Minutes added to school year: 32,400

Eco Club is an enrichment for students. They are responsible for organizing, executing and calculating various recycling activities.

Strategy Rationale

With the establishment of the Eco Club, students participate in collecting and sorting recyclables. Additionally, they perform various initiatives to assist the campus to become a "greener" campus. There is data collected to evaluate the usage of our school's natural resources-specifically water and electricity. Additionally, students tally resources found in trash cans verses recycling bins. Students are given the platform to impact the entire school by educating ways to improve conservation efforts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

High stakes testing in data analysis and earth science will be improved due to participation in the Eco Club.

Strategy: Before School Program

Minutes added to school year: 48,600

Students will be offered time to work on math concepts through computer based programs and other curriculum supports. Students are 1:6 with math coach.

Strategy Rationale

When students are strategically targeted for additional support, they will get more instruction and practice with the math concepts and skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

Reports from computer-based programs are collected regularly to monitor student's usage and performance. With this assistance, students gain confidence and classroom performance will increase. Effectiveness will be analyzed in formative assessments and other classroom formative and summative assessments as well as performance in the i-Ready computer program.

Strategy: Before School Program

Minutes added to school year: 1,080

Breakfast Club provides an informal setting where students are welcomed with a healthy breakfast and provided teacher support in areas of need. Students bring in their homework, questions about classwork, are allowed to use the computers or they can ask for extra practice in an area and grade level activities are provided.

Strategy Rationale

Based on students feedback, from interviews conducted by the principal, our math resource teacher started this breakfast as a way for students to hear from another teacher the strategies that will make a concept click.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

Completion of homework, communication with classroom teachers, formative assessments and confidence of students.

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

VPK PROGRAM

By using the DLM Early Childhood Express curriculum, the expectations of what children should know and be able to do by the end of the year will be met. The curriculum links connections in literacy, math, social studies, fine arts, health and safety, personal development, physical development and technology. All areas of the curriculum are completed with fidelity: social studies, fine arts, physical development, technology, social and emotional development, language and communication, emergent literacy: reading, emergent literacy: writing, mathematics and science.

The VPK assessment is administered 3 times per year (September, January and May). The purpose of the assessment is to provide teachers with feedback regarding children's progress in attaining skills necessary for kindergarten readiness. The assessment includes progress monitoring in the areas of print knowledge, phonological awareness, math and oral language/vocabulary that are aligned with the standards.

KINDERGARTEN

Kindergarten teachers visit the homes of registered kindergartners during the 1st week of August. With the home visit, students are meeting their new teacher in their home which makes the student comfortable. This helps the transition to the school and students are more at ease when starting school.

MIDDLE SCHOOL TRANSITION

Middle school guidance counselors visit the campus several times toward the end of the school year to present and answer questions that students and parents have in regards to middle school. Additionally, a separate visit is conducted for testing prior to the end of the school year. The middle school will host a parent's night of incoming 6th graders for a question and answer session. Students also participate in a field trip to visit the middle school campus to become familiar with the campus and also the activities offered in the middle school.

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

Teach In-Countywide Initiative

Destination College-Thornebrooke will continue to sustain involvement in the Destination College program.

PIE (Partners in Education) involvement- Thornebrooke works closely with the PIE PTO liaison to promote a positive and consistent presence on the campus with over 30 involved business partners.

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

Guest speakers through Teach In will address and demonstrate to students a variety of careers and jobs. Additionally, Thornebrooke works with a local engineers to hold a computer coding club impacting over 100 students. This program will be continued through 2015-2016 in grades 1-5.

Through our drama and art departments, exposure to the technical aspect of theater is offered to students who desire the experience. Set design, lighting and sound engineering are opportunities for students to get real time experiences. With a variety of clubs within the art department, photography and other mediums of art are offered in free, after-school clubs.

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

Thornebrooke participates in STEM labs, eco club, science fair night, Teach-In and students participate in the computer coding club.

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

Students are prepared to take rigorous classes and graduate. There are a multitude of programs to recognize high-achieving students as a motivational strategy, such as high achievement levels and perfect scores. National Elementary Honor Society, Battle of the Books and math competitions are some examples of activities currently in place to improve the readiness for post-secondary level. Students in grades 3-5 participate in Destination College.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase with deeper implementation of the MTSS process (Division Priority: Ensure College and Career Readiness)
- G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

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. Student achievement will increase with deeper implementation of the MTSS process (Division Priority: Ensure College and Career Readiness) 1a

G072873

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0
AMO Math - All Students	90.0
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal 2

- School MTSS Committee-each grade represented
- Computer based programs
- Houghton Mifflin Interventions - ELA/Math
- Grade Level FBS/Enrichment time
- Professional Development provided for new i-Ready program to enable teachers to identify candidates for MTSS
- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers needing guidance to assist in the MTSS process.

Plan to Monitor Progress Toward G1. 8

Formative assessments at each grade level, MAP (if applicable), STAR, i-Ready, Reading Plus and Lexia progress, Identified progress monitoring tools determined in the MTSS process

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Class data sheets, MTSS notes, team meeting notes and Florida state assessments

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

1a

 G072874

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	90.0
AMO Reading - All Students	91.0
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal 2

- District professional development of Getting to the Core-voluntary professional learning
- District professional development of Advancing the Core-voluntary professional learning
- Standards-based computer programs for ELA and Math with data provided
- Professional development on computer based programs
- IMS
- PLC

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of what collaborative planning entails beyond sharing plans.

Plan to Monitor Progress Toward G2. 8

Student performance will increase with teachers effectively implementing the collaborative planning process.

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Formative assessments for grade levels, STAR, MAP (for primary grades) and progress in i-Ready, Reading Plus and Lexia, and Florida state assessments

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. Student achievement will increase with deeper implementation of the MTSS process (Division Priority: Ensure College and Career Readiness) **1**

 **G072873**

G1.B1 Teachers needing guidance to assist in the MTSS process. **2**

 **B190261**

G1.B1.S2 Preferred list of "If...Then" intervention resources/progress monitoring tools specific to each grade level for each area of focus (academic or behavioral) for the MTSS process. **4**

 **S201636**

Strategy Rationale

Teachers will have available reference sheet to address needs of students and suggestions from experts on the team.

Action Step 1 **5**

Grade level teams will develop an "IfThen" reference sheet to address targeted areas of focus for students in Tier II or Tier III of the MTSS process with interventions and appropriate progress monitoring tools for student deficiencies.

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

This reference sheet will be collected and PLC notes will be reviewed tri-annually for MTSS Tier II and Tier III discussions.

Action Step 2 5

MTSS Committee will review grade level "If...Then" reference sheet and offer additions/revisions to enhance the interventions and progress monitoring tools.

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Minutes from the MTSS Committee meetings

Action Step 3 5

Through i-Observations, the leadership team will provide feedback to teachers on using the reference sheet for identified students.

Person Responsible

Christopher Daniels

Schedule

Weekly, from 11/2/2015 to 5/27/2016

Evidence of Completion

i-Observation data/feedback

Action Step 4 5

Teachers will have the opportunity to observe their peers who are utilizing the differentiated strategies for identified students with fidelity. Additional support for struggling teachers will be provided by the leadership team.

Person Responsible

Christopher Daniels

Schedule

Weekly, from 11/9/2015 to 5/27/2016

Evidence of Completion

Peer observation reflection logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

MTSS paperwork will be reviewed to cite evidence of these strategies and tools are implemented.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 9/21/2015 to 5/27/2016

Evidence of Completion

MTSS paperwork and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

MTSS Committee Meeting

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Minutes from the MTSS Committee meetings will be reviewed and collected.

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

Student achievement of students in Tier II and Tier III. During observations, teachers will incorporate differentiated strategies.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 9/21/2015 to 5/27/2016


Evidence of Completion

Progress monitoring data and other data supplied by the classroom teacher such as i-Ready, Reading Plus and Lexia to support improvement in targeted area of MTSS.

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance) 1

 G072874

G2.B2 Lack of understanding of what collaborative planning entails beyond sharing plans. 2

 B190265

G2.B2.S1 Professional development will be provided to ensure consistent understanding and protocols needed for effective collaborative planning of standards-based instruction. 4

 S201639

Strategy Rationale

With a common knowledge base for collaborative planning, grade level teams will optimize time provided for planning which will positively impact student achievement.

Action Step 1 5

Teachers will be provided with training on effective collaborative planning.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Formative assessment after the professional development

Action Step 2 5

A formal peer review of collaborative plans using integrated, multi-grade teams will be conducted.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Sign in roster and the checked, peer reviewed lesson plans

Action Step 3 5

Grade level teams will have the opportunity observe other grade level teams during their collaborative planning who have successfully implemented the process.

Person Responsible

Christopher Daniels

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Grade level team peer observation reflection log

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation of the collaborative planning sessions.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

Notes and feedback of the observation of the planning session

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teacher observations using the Marzano Framework following collaborative planning.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Evidence of Completion

During the Marzano observation of the collaboratively planned lessons, student learning will occur and the teacher will have a majority of the rated elements at applying or innovating.

Appendix 1: Implementation Timeline

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

Orange - 0235 - Thornebrooke Elementary - 2015-16 SIP
Thornebrooke Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Grade level teams will develop an "IfThen" reference sheet to address targeted areas of focus for students in Tier II or Tier III of the MTSS process with interventions and appropriate progress monitoring tools for student deficiencies.	Daniels, Christopher	9/21/2015	This reference sheet will be collected and PLC notes will be reviewed tri-annually for MTSS Tier II and Tier III discussions.	5/27/2016 triannually
G2.B2.S1.A1	Teachers will be provided with training on effective collaborative planning.	Daniels, Christopher	9/21/2015	Formative assessment after the professional development	5/27/2016 semiannually
G1.B1.S2.A2	MTSS Committee will review grade level "If...Then" reference sheet and offer additions/revisions to enhance the interventions and progress monitoring tools.	Daniels, Christopher	9/21/2015	Minutes from the MTSS Committee meetings	5/27/2016 triannually
G2.B2.S1.A2	A formal peer review of collaborative plans using integrated, multi-grade teams will be conducted.	Daniels, Christopher	9/21/2015	Sign in roster and the checked, peer reviewed lesson plans	5/27/2016 semiannually
G1.B1.S2.A3	Through i-Observations, the leadership team will provide feedback to teachers on using the reference sheet for identified students.	Daniels, Christopher	11/2/2015	i-Observation data/feedback	5/27/2016 weekly
G2.B2.S1.A3	Grade level teams will have the opportunity observe other grade level teams during their collaborative planning who have successfully implemented the process.	Daniels, Christopher	10/5/2015	Grade level team peer observation reflection log	5/27/2016 monthly
G1.B1.S2.A4	Teachers will have the opportunity to observe their peers who are utilizing the differentiated strategies for identified students with fidelity. Additional support for struggling teachers will be provided by the leadership team.	Daniels, Christopher	11/9/2015	Peer observation reflection logs	5/27/2016 weekly
G1.MA1	Formative assessments at each grade level, MAP (if applicable), STAR, i-Ready, Reading Plus and Lexia progress, Identified progress monitoring tools determined in the MTSS process	Daniels, Christopher	9/21/2015	Class data sheets, MTSS notes, team meeting notes and Florida state assessments	5/27/2016 quarterly
G1.B1.S2.MA1	Student achievement of students in Tier II and Tier III. During observations, teachers will incorporate differentiated strategies.	Daniels, Christopher	9/21/2015	Progress monitoring data and other data supplied by the classroom teacher such as i-Ready, Reading Plus and Lexia to support improvement in targeted area of MTSS.	5/27/2016 quarterly
G1.B1.S2.MA1	MTSS paperwork will be reviewed to cite evidence of these strategies and tools are implemented.	Daniels, Christopher	9/21/2015	MTSS paperwork and meeting notes	5/27/2016 quarterly
G1.B1.S2.MA3	MTSS Committee Meeting	Daniels, Christopher	9/21/2015	Minutes from the MTSS Committee meetings will be reviewed and collected.	5/27/2016 triannually
G2.MA1	Student performance will increase with teachers effectively implementing the collaborative planning process.	Daniels, Christopher	9/21/2015	Formative assessments for grade levels, STAR, MAP (for primary grades) and progress in i-Ready, Reading Plus and Lexia, and Florida state assessments	5/27/2016 triannually
G2.B2.S1.MA1	Teacher observations using the Marzano Framework following collaborative planning.	Daniels, Christopher	9/21/2015	During the Marzano observation of the collaboratively planned lessons, student learning will occur and the teacher will have a majority of the rated elements at applying or innovating.	5/27/2016 semiannually
G2.B2.S1.MA1	Observation of the collaborative planning sessions.	Daniels, Christopher	9/21/2015	Notes and feedback of the observation of the planning session	5/27/2016 semiannually

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.

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

G2.B2 Lack of understanding of what collaborative planning entails beyond sharing plans.

G2.B2.S1 Professional development will be provided to ensure consistent understanding and protocols needed for effective collaborative planning of standards-based instruction.

PD Opportunity 1

Teachers will be provided with training on effective collaborative planning.

Facilitator

District Instructional Coach/School-based Instructional Coach

Participants

Instructional staff

Schedule

Semiannually, from 9/21/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S2.A1	Grade level teams will develop an "IfThen" reference sheet to address targeted areas of focus for students in Tier II or Tier III of the MTSS process with interventions and appropriate progress monitoring tools for student deficiencies.				\$0.00
2	G1.B1.S2.A2	MTSS Committee will review grade level "If...Then" reference sheet and offer additions/revisions to enhance the interventions and progress monitoring tools.				\$0.00
3	G1.B1.S2.A3	Through i-Observations, the leadership team will provide feedback to teachers on using the reference sheet for identified students.				\$0.00
4	G1.B1.S2.A4	Teachers will have the opportunity to observe their peers who are utilizing the differentiated strategies for identified students with fidelity. Additional support for struggling teachers will be provided by the leadership team.				\$0.00
5	G2.B2.S1.A1	Teachers will be provided with training on effective collaborative planning.				\$15,552.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	140-Substitute Teachers	0235 - Thornebrooke Elementary	General Fund		\$15,552.00

Budget Data			
		Notes: Substitutes provided for 45 teachers to receive 3 days of professional development for MTSS and Collaborative Planning	
6	G2.B2.S1.A2	A formal peer review of collaborative plans using integrated, multi-grade teams will be conducted.	\$0.00
7	G2.B2.S1.A3	Grade level teams will have the opportunity observe other grade level teams during their collaborative planning who have successfully implemented the process.	\$0.00
Total:			\$15,552.00