Orange County Public Schools

Thornebrooke Elementary

2016-17 Schoolwide Improvement Plan

Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

https://thornebrookees.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	30%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Thornebrooke Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the Nation

2. School Environment

a. 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 last week of July. 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 a year which incorporate families into the learning and culture.

b. 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. Thornebrooke has an assistant principal, dean and behavior specialist to help guide in all areas of student and school safety. 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 through one monitored door. Once they enter the school building, they must register electronically and secure a visitor's pass before proceeding past the lobby of the building. As a result of the parent responses on the AdvancEd parent survey, improving the process of dropping off and picking up students has increased safety in route to and from school. Separating bicycle riders and walkers from those students who travel in buses or motor vehicles aids in the safety of all stakeholders. Safety patrols and staff 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. 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. The Upstander Program and other character education and positive behavior programs are presented through multiple grade level assemblies and rich resources for classrooms to support and enhance character education and anti-bullying lessons are provided. With student safety, improved dismissal procedures and campus security a top priority, students are provided ample opportunities to pursue their interests in a safe and respectful environment.

c. 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.

Thornebrooke has clear expectations of a safe, caring and orderly school environment. The rules and procedures are reviewed and explained in classrooms many times. In addition, school-wide rules and expectations are reviewed for all on the TV news several times a year. School expectations are printed in the student handbook that is part of the planner.

With an assistant principal, dean, behavior specialist, and program monitor on staff, Thornebrooke is well staffed and proactive in helping students stay focused on learning. These staff members are also available to help and coach students toward expected behaviors. Discipline incidents are handled on a case-by-case basis following OCPS Code of Conduct and OCPS guidelines.

Character traits are covered monthly school-wide on the TV news and are reviewed in classrooms multiple times per month. Character traits are also embedded into our fall fundraising program. Weekly character traits tie into the theme of the Olympics and the Barracuda Games. Students earn "points' for themselves and their class with positive behavior and character choices.

Thornebrooke has started training staff using Conscious Discipline framework and program. This provides a student-centered specific approach which allows students to monitor their own behaviors and feelings. Then, they take ownership of their actions and how to help themselves. Training for our teachers has been given over the past three years.

Finally, individual teachers are all expected to have a specific classroom system that is differentiated based on student need. The systems must include protocol for incentives and rewards to encourage positive choices along with a way to keep families informed using email or the school planner.

d. 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.

Thornebrooke offers multiple levels and a variety of types of support to help all students with social-emotional needs. We emphasize the positive relationships between all adults and students. This is part of the school emphasis on building relationships and working with all in the community.

Through school and parent volunteers, we conduct 2 holiday food drives that deliver complete meals to over 25 families. We also host a gift drive that provide multiple gifts for over 45 students. Through donations, no student is ever refused a field trip due to funding. The past two years, we have also been able to fund school lunch for all who requested through our Angel Fund.

Thornebrooke works with outside mental help providers, and OCPS to provide free or low cost counseling on campus. We have a guidance counselor but, at the time of the drafting of the School Improvement Plan, we are in between having one hired. A this time, our dean, who has counseling experience, is helping individual students and families and coordinating help from outside providers.

3. 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).

a. 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 95% attendance rate.

Suspensions- Thornebrooke follows the policies and procedures implemented by OCPS. Counseling from the academic dean and assistant principal is provided. MTSS for behavior is also initiated if the behavior is accelerating or increasing in frequency. PLCs are also solicited to support behavior plans and incentives to minimize and eliminate the behavior resulting in suspension. 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 student, case by case.

Failure in ELA or Math- Class and grade level formative and summative assessments, teacher observations, classwork/homework completion, and computer-based programs assist in identifying struggling students. The MTSS process should be initiated to implement additional interventions and modifications to assist the students in academic success. Before and after school tutoring and in-school intervention is offered to target deficient skills in ELA and math.

Non-Proficient Students based on FSA ELA or Math- Students who received Level 1 in both Math and ELA are immediately part of the MTSS process and are considered Tier III students. Current classroom teachers are met with prior to the beginning of the school year to implement interventions on the 1st day of school or to modify previous years' interventions. The school psychologist is part of the MTSS team and reviews the data and teacher input to help determine the next steps for these students. Students receiving a Level 1 in only one subject area will follow the protocol of MTSS with additional teacher intervention within the ELA 90 minute block or 60 minute math block and additional instructional interventions outside of the scheduled subject area.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	5	5	2	7	9	0	0	0	0	0	0	0	39
One or more suspensions	0	3	1	3	8	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	21	24	28	27	21	32	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	19	17	14	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	1	5	19	14	16	0	0	0	0	0	0	0	58

c. 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 parents aware of the concern about absences/tardies. If the attendance does not improve, the social worker is involved and a meeting is arranged 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 the 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 administration 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 hosted and attended by faculty, staff, parents, students, and our Partners in Education. Scheduling events after school is important to encourage participation and togetherness among working families. During the 2015-2016 school year, volunteers logged in thousands of hours, which demonstrates their dedication to the continued growth and development of Thornebrooke. To show our gratitude for their hard work and commitment, Thornebrooke staff provides an appreciation breakfast. Thornebrooke has also been a multi-year recipient of the the state Five 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 quarterly newsletter informs parents of school news as it relates to each grade level and/or special area. The principal sends mass telephone messages through "Connect Orange" to families. The Thornebrooke website is updated regularly with important information. Social media is used to communicate events. 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. Many 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 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.

2. 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. 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.

Thornebrooke also partners with the City of Ocoee in many ways. The Mayor and council members regularly attend school events and have presented awards to students. The police department has an officer here for DARE and they help with security upgrades. The police and fire departments host our kindergartners during community helpers field trips.

C. 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).

1. School Leadership Team

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

Name	Title
Daniels, Christopher	Principal
Honis, Susan	Instructional Coach
DiMaggio, Kimberly	Instructional Coach
Billig, Julie	Teacher, ESE
Dobson, Ann	Instructional Media
Moore, Deidre	Administrative Support
Cruz, Madeline	Dean
Goodman, Felecia	Assistant Principal

b. Duties

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

Christopher Daniels – Principal
* The entire operation of the school
* Instructional coach and supervision
* Assistance to all staff
* Marzano/ I-Observation
* Data collection and analysis
* SIP
* Assessments
* Writing
* Approve all Leave Forms
* School Budget
* School liaison for PTO and SAC
* Staff Duty Roster
* Master Schedule
* MTSS
* PLC participant
* Lesson plans
* School inservice
* Other duties as assigned by the Area Superintendent

Felecia Goodman- Assistant Principal
* Principal's designee
* Assist in entire operation of the school
* School discipline, referrals for 4th and 5th and buses
* SAC representative
* PIE co-coordinator
* 5-Star co-representative
* Bus duty
* Approve leave forms
* MTSS rep
* Custodial issues
* Marzano observations
* Deliberate Practice
* Budget
* Other duties as assigned

Deidre Moore– Staffing Specialist
* Coordinate ESE compliance
* Schedule and conduct staffing, EPT, IEP, 504 and annual review meetings
* Coordinate with Registrar student registration compliance
* BPIE
* Liaison for TES, the West Learning Community and District Office for ESE
* Assists with the inclusion of ESE students
* Attend district and learning community Staffing Coordinator meetings
* Assist in scheduling of ESE students, ESE teachers, and paraprofessionals
* MTSS team
* Data collection and analysis
* PLC participant
* Other duties as assigned by the principal

Susie Honis– CRT and Instructional Coach
* Principal's Designee in the absence of the principal and Asst. Principal
* Testing Coordinator
* Instructional coach and supervision
* Marzano evaluations
* Data collection and analysis
* Maintain Instructional Resource Room
* Textbook Manager
* Reading tutoring
* MTSS Coach
* OCPS coach meetings
* Provide assistance to teachers in the areas of curriculum, instruction and assessment
* Tutoring coordinator
* PLC participant
* Plan, implement, and evaluate in-service activities for the school
* Evaluate and recommend professional literature and activities for faculty and staff.
* Assist with planning, implementing, and evaluating in-service activities for the school
* Serves on School Advisory Council
* School Improvement Plan
* Teach In
* other duties as assigned by the Principal

Kim DiMaggio- Math Coach/Intervention teacher
* Math specialist
* Florida Core liaison
* Data collection and analysis
* I-Ready monitoring
* Student Incentives
* Professional Development
* PLC participant
* Deliberate Practice liaison
* Instructional rounds
* Marzano evlauations
* Professional Development
* Conscious Discipline coordinator
* Assist teachers with math curriculum
* MTSS
* Provide assistance to teacher in the areas of curriculum, instruction and assessment
* Plan, implement, and evaluate in-service activities for the school

* Math intervention
* Other duties as assigned by the principal

Madeline Cruz- Academic Dean
* Discipline for K-3 and backup for 4th-5th
* Bus duty
* Barracuda Bytes
* CCT for ELL students
* ELL testing
* PLC participant
* Counseling
* SAC
* Marzano evaluations
* Discipline data and ISS/PASS if needed
* Student incentives
* 5 Star Photo documentation
* Assist with student emotional needs
* AdvanceEd survey
* Field Trips
* Other duties as assigned by principal

2. 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 three 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 3) Students received Level 1 in either ELA and math on the FSA. Teachers and support 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 and provides targeted tutor help. 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. 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. Some federal funds through IDEA are used to help supplement the cost of two ESE staff members.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christopher Daniels	Principal
Ranida Repiedad	Parent
Rita Phillips	Parent
Naz Assad	Parent
Ken Kentner	Teacher
Kristi Heaton	Teacher
Susie Honis	Teacher
Leslie Fernandes	Parent
Wylea Watson	Teacher
Jennifer Elzeer	Parent
Felecia Goodman	Principal
Madeline Cruz	Teacher
Aziz Kabani	Business/Community
Dan Fuller	Teacher
Brendalee Hidalgo	Parent
Kim Lyons	Parent
Candace Barnes	Parent
Janet Turley	Teacher
Paula Kesting	Teacher
Kim Coppola	Teacher

b. Duties

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

a. 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.

b. 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.

c. 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, budget survey 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 AdvancEd survey to allocate funds to

address feedback from the surveys. The budget committee is used during the budget cycle each year to evaluate school needs.

2. 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 2015-2016 school year in the amount of $5854. WIth the amount of money that was already in the fund, the SAC had a budget of $7257. The following projects were funded:
Odyssey of the Mind National Competition $1725
Outreach Program to assisted living center $320
School Tutoring $1800
Computers for Cart $2400

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Honis, Susan	Instructional Coach
Dobson, Ann	Instructional Media
Watson, Wylea	Teacher, K-12
Daniels, Christopher	Principal
Heaton, Kristi	Teacher, K-12
Shields, Kimberly	Teacher, K-12
Bodiford, Brittany	Teacher, K-12
Leader, Kristen	Teacher, K-12
Smith, Debbie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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 low vacancy rate. The PTO helps in retaining highly qualified teachers by providing resources for the classrooms, monthly teacher recognition awards and gifts for Teacher Appreciation Week and food provided. 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.

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

The Beginning Teacher Induction Program/Plan follows the district recommendations and additional updates received from the instructional coach meetings. Monthly meetings are conducted with developing professionals 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 developing professional's grade level. Mentors strengths and personality are also considered to make the best match possible.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Regularly, lesson plans are monitored by administration to verify the curriculum and activities are aligned with the Florida standards. Administration attends weekly PLC planning meetings and offers feedback and suggestion on instructional practices.

b. Instructional Strategies

1. 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 common assessments such as FSA, i-Ready diagnostic (K-5), MAP (K-3), Lexia and Reading Plus 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 based on the data. Math intervention is provided according to FSA and i-Ready data collected and the needs determined for each grade level and each student. 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 aligning to the Florida State Standards. Marzano instructional strategies are also implemented to support student learning.

*Math and ELA 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 activities such as: 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.

2. 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 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 performance is monitored through the use of computer-based management tools as well as embedded assessments within the programs. There should be growth in student performance on FSA, formative assessments, STAR reading assessments, Accelerated Reader comprehension tests and classroom performance.

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. Data is 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 level thinking skills, real world math 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 in the lowest 25% will participate in before/after school tutoring for Math 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 performance is monitored through the use of computer-based management tools as well as embedded assessments within the programs. Growth is expected in student performance on FSA, formative assessments and i-Ready Diagnostic.

Strategy: Extended School Day

Minutes added to school year: 1,080

Lunch Bunch provides an informal setting where students are provided with teacher support in math. Students bring in their homework or questions about classwork to ask for extra support.

Strategy Rationale

Based on student feedback, the math resource teacher started Lunch Bunch as a way for students to get help and reinforcement from another teacher.

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.

2. Student Transition and Readiness

a. 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).

1. 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 beginning the last week of July. 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.

b. College and Career Readiness

1. 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- Annually, 80-100 guest speakers present information on jobs, careers and professions . They also discuss how education or school is needed.

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.

2. 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.

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.

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

Thornebrooke conducts STEM labs, eco club, and a science fair night. Teach-In volunteers present to students about different types of jobs and careers. Past presentations have been from police dispatchers, theme park ride designers and doctors to name a few.

4. 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, students are regularly recognized for high achievement levels and perfect scores on the school news by principal and staff. National Elementary Honor Society, Battle of the Books, Chess Club, Project Lead the Way and math competitions are some examples of activities currently in place to improve the readiness for post-secondary level. Thornebrooke was one of the first school in the area with National Elementary Honor Society. In addition, at the area high school graduation of over 400 students, five of the top 10 students were Thornebrooke alumni.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Based on the provided data, Thornebrooke was aligned with like schools in the achievement of students at levels 3 or higher in ELA and Math. An area of opportunity will be to close the achievement of learning gains between the lowest 25% and the remainder of the students in both ELA and Math.

B. 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"Â? 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.

The root cause of the disparity between the learning gains vs. the lowest 25% learning gains in both ELA and math may be a wider range of student levels than the teachers have been accustomed to and

Thornebrooke's changing demographics. Another root cause could be with the utilization of resources and purposeful planning of lessons for the students who are identified in the lowest 25%.

C. Strategic Goals

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. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G084188

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
Math Lowest 25% Gains	64.0
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Determining appropriate instructional resources to implement with Tier II and Tier III students are challenging for many teachers

Resources Available to Help Reduce or Eliminate the Barriers 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-Instructional resources, plans, scope and sequence

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 9/21/2016 to 5/12/2017

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`

🔍 G084189

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
Math Gains	72.0
Math Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal `3`

- Many teachers are not effectively utilizing time to meet and collaborate

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Bi-annual planning days for each grade level

- Standards-based computer programs for ELA and Math with data provided

- Professional development on computer based programs

- IMS-Curriculum with MTPs available with resources and information

- Designated PLC time allotted daily

- Common planning time daily

Plan to Monitor Progress Toward G2. `8`

Survey the teachers to determine if the collaborative lesson planning is more time efficient and student achievement has increased.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/19/2016 to 5/19/2017

Evidence of Completion

Results from the survey, 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

🔑 G084188

G1.B5 Determining appropriate instructional resources to implement with Tier II and Tier III students are challenging for many teachers 2

🔑 B223712

G1.B5.S1 Provide professional development for instructional resources 4

🔑 S236044

Strategy Rationale

Teachers will gain the knowledge of instructional resources to support student learning targeting Tier II and Tier III students of MTSS.

Action Step 1 5

Professional Development from i-Ready to increase teacher understanding of the computer-based program. Professional development will focus on intervention resources and using specific, targeted instruction/work based on student individual needs.

Person Responsible

Kimberly DiMaggio

Schedule

Triannually, from 9/19/2016 to 2/7/2017

Evidence of Completion

Teacher Sign In Sheet, Observation walkthroughs

Action Step 2 5

Professional Development workshops offered in the following areas: ESE curriculum adaptations, Lexia/Reading Plus Support Materials, Go Math instructional interventions, Journeys instructional interventions,WIDA-Access for ELLs, Deconstructing Standards, MTPs for all subject areas, Additional instructional interventions

Person Responsible

Christopher Daniels

Schedule

Every 6 Weeks, from 10/5/2016 to 2/28/2017

Evidence of Completion

Attendance to the workshops, lesson plans including the instructional materials, Observation walk throughs

Action Step 3 5

Professional Development for Behavior Intervention Resources for teachers

Person Responsible

Julie Billig

Schedule

On 5/19/2017

Evidence of Completion

Teacher attendance, usage of behavior strategies to modify student behavior, reduction in referrals, Observation walkthroughs

Action Step 4 5

Publishing MTSS Tip for Academics and Behavior

Person Responsible

Susan Honis

Schedule

Weekly, from 9/16/2016 to 4/28/2017

Evidence of Completion

The copies of the weekly Barracuda Bytes for the staff stating the tip.

Action Step 5 5

Thornebrooke will host a curriculum night for parents and families.

Person Responsible

Susan Honis

Schedule

On 2/24/2017

Evidence of Completion

Attendance sheet of parents attending, invitation, agenda, pictures of the event

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

MTSS documentation will reflect use of strategies and tools learned through the action steps.

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/26/2016 to 5/12/2017

Evidence of Completion

Copies of the MTSS notes of meetings on a variety of students from various grade levels.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Students who enter the MTSS process will see more academic and behavioral success

Person Responsible

Christopher Daniels

Schedule

Triannually, from 9/19/2016 to 5/12/2017

Evidence of Completion

Students will show a learning gain with each assessment.

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`

🔑 G084189

G2.B2 Many teachers are not effectively utilizing time to meet and collaborate `2`

🔑 B223714

G2.B2.S1 Teams will improve time management and organization of instructional resources within the designated planning opportunities provided within the work day. `4`

🔑 S236047

Strategy Rationale

Encourage professional learning communities to collaborate on specific, achievable targets during planning to include ESE students and their needs as identified in the BPIE assessment

Action Step 1 `5`

Professional learning communities will develop norms specific to planning meetings and generate a schedule of planning times.

Person Responsible

Susan Honis

Schedule

On 9/30/2016

Evidence of Completion

Grade level PLC will turn in the Norms and schedule for planning

Action Step 2 `5`

Additional planning opportunities will be provided within the school day.

Person Responsible

Christopher Daniels

Schedule

Semiannually, from 9/19/2016 to 5/19/2017

Evidence of Completion

Planning day agendas provided by each grade level

Action Step 3 `5`

ESE teachers will collaborate with classroom teachers to plan instruction and support for inclusion students.

Person Responsible

Deidre Moore

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Notes will be taken by the participating teachers and submitted to Deidre Moore

Action Step 4 `5`

Training from Orange County Public Schools Testing Development department on writing rigorous, standards-aligned assessments.

Person Responsible

Susan Honis

Schedule

On 9/7/2016

Evidence of Completion

Exit slips will be collected to measure teacher learning

Action Step 5 `5`

Teams will write assessments for upcoming instructional content with the assistance of the Testing and Development personnel.

Person Responsible

Susan Honis

Schedule

On 9/29/2016

Evidence of Completion

Collect the collaborative assessment created by each team

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

Administration will review lesson plans and look for standards aligned activities and teaching strategies in classroom observations.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 9/7/2016 to 5/19/2017

Evidence of Completion

Lesson plans and observation data

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

Monitor the PLC planning process and review the student achievement data on formative assessments

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

PLC notes and student data on summative assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.A4 A304493	Training from Orange County Public Schools Testing Development department on writing rigorous,...	Honis, Susan	9/7/2016	Exit slips will be collected to measure teacher learning	9/7/2016 one-time
G2.B2.S1.A5 A304494	Teams will write assessments for upcoming instructional content with the assistance of the Testing...	Honis, Susan	9/27/2016	Collect the collaborative assessment created by each team	9/29/2016 one-time
G2.B2.S1.A1 A304490	Professional learning communities will develop norms specific to planning meetings and generate a...	Honis, Susan	9/30/2016	Grade level PLC will turn in the Norms and schedule for planning	9/30/2016 one-time
G1.B5.S1.A1 A304484	Professional Development from i-Ready to increase teacher understanding of the computer-based...	DiMaggio, Kimberly	9/19/2016	Teacher Sign In Sheet, Observation walkthroughs	2/7/2017 triannually
G1.B5.S1.A5 A304488	Thornebrooke will host a curriculum night for parents and families.	Honis, Susan	1/9/2017	Attendance sheet of parents attending, invitation, agenda, pictures of the event	2/24/2017 one-time
G1.B5.S1.A2 A304485	Professional Development workshops offered in the following areas: ESE curriculum adaptations,...	Daniels, Christopher	10/5/2016	Attendance to the workshops, lesson plans including the instructional materials, Observation walk throughs	2/28/2017 every-6-weeks
G1.B5.S1.A4 A304487	Publishing MTSS Tip for Academics and Behavior	Honis, Susan	9/16/2016	The copies of the weekly Barracuda Bytes for the staff stating the tip.	4/28/2017 weekly
G1.MA1 M310096	Formative assessments at each grade level, MAP (if applicable), STAR, i-Ready, Reading Plus and...	Daniels, Christopher	9/21/2016	Class data sheets, MTSS notes, team meeting notes and Florida state assessments	5/12/2017 quarterly
G1.B5.S1.MA1 M310094	Students who enter the MTSS process will see more academic and behavioral success	Daniels, Christopher	9/19/2016	Students will show a learning gain with each assessment.	5/12/2017 triannually
G1.B5.S1.MA1 M310095	MTSS documentation will reflect use of strategies and tools learned through the action steps.	Daniels, Christopher	9/26/2016	Copies of the MTSS notes of meetings on a variety of students from various grade levels.	5/12/2017 triannually
G2.MA1 M310101	Survey the teachers to determine if the collaborative lesson planning is more time efficient and...	Daniels, Christopher	9/19/2016	Results from the survey, formative assessments for grade levels, STAR, MAP (for primary grades) and progress in i-Ready, Reading Plus and Lexia, and Florida state assessments	5/19/2017 semiannually
G1.B5.S1.A3 A304486	Professional Development for Behavior Intervention Resources for teachers	Billig, Julie	9/26/2016	Teacher attendance, usage of behavior strategies to modify student behavior, reduction in referrals, Observation walkthroughs	5/19/2017 one-time
G2.B2.S1.MA1 M310099	Monitor the PLC planning process and review the student achievement data on formative assessments	Daniels, Christopher	9/19/2016	PLC notes and student data on summative assessments	5/19/2017 quarterly
G2.B2.S1.MA1 M310100	Administration will review lesson plans and look for standards aligned activities and teaching...	Daniels, Christopher	9/7/2016	Lesson plans and observation data	5/19/2017 quarterly
G2.B2.S1.A2 A304491	Additional planning opportunities will be provided within the school day.	Daniels, Christopher	9/19/2016	Planning day agendas provided by each grade level	5/19/2017 semiannually
G2.B2.S1.A3 A304492	ESE teachers will collaborate with classroom teachers to plan instruction and support for inclusion...	Moore, Deidre	9/19/2016	Notes will be taken by the participating teachers and submitted to Deidre Moore	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. Student achievement will increase with deeper implementation of the MTSS process (Division Priority: Ensure College and Career Readiness)

G1.B5 Determining appropriate instructional resources to implement with Tier II and Tier III students are challenging for many teachers

G1.B5.S1 Provide professional development for instructional resources

PD Opportunity 1

Professional Development from i-Ready to increase teacher understanding of the computer-based program. Professional development will focus on intervention resources and using specific, targeted instruction/work based on student individual needs.

Facilitator

I-Ready Designee

Participants

All Instructional Staff

Schedule

Triannually, from 9/19/2016 to 2/7/2017

PD Opportunity 2

Professional Development workshops offered in the following areas: ESE curriculum adaptations, Lexia/Reading Plus Support Materials, Go Math instructional interventions, Journeys instructional interventions,WIDA-Access for ELLs, Deconstructing Standards, MTPs for all subject areas, Additional instructional interventions

Facilitator

Kim DiMaggio, Susie Honis, Julie Billig (ESE Dept), ELS Learning

Participants

K-5

Schedule

Every 6 Weeks, from 10/5/2016 to 2/28/2017

PD Opportunity 3

Professional Development for Behavior Intervention Resources for teachers

Facilitator

Julie Billig

Participants

K-5 teachers

Schedule

On 5/19/2017

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 Many teachers are not effectively utilizing time to meet and collaborate

G2.B2.S1 Teams will improve time management and organization of instructional resources within the designated planning opportunities provided within the work day.

PD Opportunity 1

Training from Orange County Public Schools Testing Development department on writing rigorous, standards-aligned assessments.

Facilitator

Cheryl Casson

Participants

Instructional Staff

Schedule

On 9/7/2016

PD Opportunity 2

Teams will write assessments for upcoming instructional content with the assistance of the Testing and Development personnel.

Facilitator

Cheryl Casson

Participants

Grades 2-5 and ESE

Schedule

On 9/29/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Professional Development from i-Ready to increase teacher understanding of the computer-based program. Professional development will focus on intervention resources and using specific, targeted instruction/work based on student individual needs.				$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	140-Substitute Teachers	0235 - Thornebrooke Elementary	General Fund		$2,100.00
2	G1.B5.S1.A2	Professional Development workshops offered in the following areas: ESE curriculum adaptations, Lexia/Reading Plus Support Materials, Go Math instructional interventions, Journeys instructional interventions,WIDA-Access for ELLs, Deconstructing Standards, MTPs for all subject areas, Additional instructional interventions				$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	120-Classroom Teachers	0235 - Thornebrooke Elementary	General Fund		$2,200.00
			Notes: 4 teachers planning for 30 minute workshop (3 hrs each) 4 teachers presenting 1 hour (2 hours each)			
3	G1.B5.S1.A3	Professional Development for Behavior Intervention Resources for teachers				$130.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	120-Classroom Teachers	0235 - Thornebrooke Elementary	General Fund		$130.00
			Notes: 2 hours prep and 1 hour presentation- 3 total hours Materials 40.00			
4	G1.B5.S1.A4	Publishing MTSS Tip for Academics and Behavior				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	120-Classroom Teachers	0235 - Thornebrooke Elementary	General Fund		$300.00
			Notes: 20 min weekly x 30 weeks = 10 hours			
5	G1.B5.S1.A5	Thornebrooke will host a curriculum night for parents and families.				$0.00
6	G2.B2.S1.A1	Professional learning communities will develop norms specific to planning meetings and generate a schedule of planning times.				$0.00
7	G2.B2.S1.A2	Additional planning opportunities will be provided within the school day.				$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	140-Substitute Teachers	0235 - Thornebrooke Elementary	General Fund		$1,400.00

		Notes: 7 Substitutes for 2 days			
8	G2.B2.S1.A3	**ESE teachers will collaborate with classroom teachers to plan instruction and support for inclusion students.**			**$0.00**
9	G2.B2.S1.A4	**Training from Orange County Public Schools Testing Development department on writing rigorous, standards-aligned assessments.**			**$0.00**
10	G2.B2.S1.A5	**Teams will write assessments for upcoming instructional content with the assistance of the Testing and Development personnel.**			**$1,400.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	140-Substitute Teachers	0235 - Thornebrooke Elementary	General Fund		$1,400.00
					Total:	$7,530.00