

Orange County Public Schools

# Thornebrooke Elementary



2017-18 Schoolwide Improvement Plan

## Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

<https://thornebrookees.ocps.net/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | No                     | 36%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 47%   |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Thornebrooke Elementary

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | - 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 a minimum of two Multilingual Parent Leadership Council (MPLC) meetings per year which encourages parental involvement and academic achievement. ELL parents are encouraged to attend other school meetings or events. 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 20 after-school 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 are 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 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. The guidance counselor helps students feel safe and respected through her character club, classroom lessons, her work with small groups, and provides one to one counseling. 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 for 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. Students review OCPS Code of Conduct quarterly and sign the acknowledgement form.

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 Discipline Procedures Guide.

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 fall fundraising event. Students earn "points" for themselves and their class with positive behavior and character choices.

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. The STARS program provides school supplies to assist our students. Through other 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 health providers and OCPS to provide free or low cost counseling on campus. We have a veteran, part-time guidance counselor on our campus as well. The dean and guidance counselor are trained in Child Safety Matters, a district initiative to continue throughout the 2017-2018 school year.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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 and school administration 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. Additional MTSS interventions and modifications to assist the students in academic success are implemented, monitored and reviewed as needed. Before and after school tutoring, Saturday School and in-school interventions are 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     | 7           | 12 | 5 | 13 | 11 | 7  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 55    |
| One or more suspensions         | 4           | 3  | 0 | 6  | 0  | 4  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| Course failure in ELA or Math   | 0           | 2  | 0 | 0  | 2  | 3  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Level 1 on statewide assessment | 0           | 0  | 0 | 15 | 21 | 17 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 53    |



**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 | 1           | 1 | 0 | 6 | 7 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 19    |

**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 students, 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, MTSS strategies and supports 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. For our English language learners, in addition to the paraprofessional support weekly, the CCT provides support 3 times weekly by pushing into the classroom. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP 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. Recruitment occurs at the beginning of the school to create the School Advisory Council. Great effort is made to enlist parents to join the Parent Teacher Organization (PTO) 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 30 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 2016-2017 school year, volunteers logged in over 5,000 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. 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 i-Ready, Reading Plus, Core 5-Lexia, and Accelerated Reader. InSync is also a resource to provide all ELL students support with reading, writing, science and test taking skills. 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**

### **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        | Other               |
| Dobson, Ann          | Instructional Media |
| 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

Julie Billig– 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– Resource/CRT

- \* 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- Resource/Math

- \* Math specialist
- \* Florida Core liaison
- \* Data collection and analysis
- \* I-Ready monitoring
- \* Student Incentives
- \* Professional Development
- \* PLC participant
- \* Deliberate Practice liaison
- \* Instructional rounds
- \* Marzano evaluations
- \* 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- Dean/CCT

- \* 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
- \* Other duties as assigned by principal

Ann Dobson-Media Specialist

- \* Entire operation of the Media Center
- \* Classes based on sign up
- \* Specialized Lessons for K-5
- \* Sunshine State Book Club
- \* Character Ed Shows
- \* Instructional Technology
- \* Sunshine State Luncheon and Field Trip
- \* Accelerated Reader
- \* Guest Authors
- \* National Elementary Honor Society
- \* Car and walker dismissal
- \* Media materials
- \* Assist with Textbooks
- \* Instructional media assistance
- \* Girls on the Run
- \* News Crew
- \* Literacy Committee
- \* Website updates
- \* Fixed Assets Property Manager
- \* Technology back-up and technology staff trainer
- \* Other duties as assigned by the 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.**

The school leadership team is involved with the MTSS process and is 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 some ESE staff members. Thornebrooke Elementary receives less than \$8,000 in SAI funds that are used to support tutoring and tutoring supplies.

## **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         |
| Naz Assad           | Parent            |
| Susie Honis         | Teacher           |
| Jennifer Elzeer     | Parent            |
| Madeline Cruz       | Teacher           |
| Brendalee Hidalgo   | Parent            |
| Kim Lyons           | Parent            |
| Candace Barnes      | Parent            |
| Roberta Hejna       | Teacher           |
| Kenneth Kentner     | Teacher           |
| Jennifer Dunagan    | Teacher           |
| Jennifer Giufre     | Teacher           |
| Kristin Brown       | Parent            |
| Cheryl Chonko       | Teacher           |
| Lenore Eastham      | Teacher           |
| Jennifer Evans      | Parent            |
| Leslie Fernandes    | Parent            |
| Laura Fox           | Parent            |
| Sharita Gosa        | Parent            |
| Masha Khokhar       | Parent            |
| Kim Murphy          | Parent            |
| Michaelle Petion    | Teacher           |
| Elizabeth Rahter    | Parent            |
| Kashmira Raval      | Parent            |
| Clifford Sawyer     | Parent            |
| Zaida Soroka        | Parent            |
| Heather Stepp       | Teacher           |
| Tariq Waheed        | Parent            |

#### **b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### **a. Evaluation of last year's school improvement plan**

The SAC evaluated the School Improvement Plan three times and was 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 2016-2017 school year in the amount of \$3,648.13 with \$336.58 used throughout the year to offset tutoring costs.

**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 |
| Daniels, Christopher | Principal           |
| Bodiford, Brittany   | Teacher, K-12       |
| Cotton, Danielle     | Teacher, K-12       |
| Porter, Alicia       | Teacher, K-12       |
| Coons, Terry         | Teacher, K-12       |
| Munoz, Brenda        | Teacher, K-12       |
| Watson, Wylea        | Teacher, K-12       |

**b. Duties**

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

Members of the LLT, or the DPLC, are the principal, ELA resource teacher, 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 ELA Florida Standards. 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 ELA Florida Standards. 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 CRMs for curriculum support. With the additional training and support provided by OCPs, this team will facilitate instructional strategies and resources shared at the district level to assist the ELA instruction school wide.

## **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Grade level PLCs meet at least twice 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. Additional district supported webinars on Canvas are also a great asset to support the newest members of the educational community. 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 Canvas 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 Common Core Standards. All schools are expected to utilize the standards-based resources during daily instruction.

**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), Core 5 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, i-Ready diagnostic data, and common, formative assessment data. The data is collected and then the needs are 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, CRMs), 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 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. Saturday school is also provided from September to March with transportation to target the lowest 30% students in both ELA and Math.

\*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 30% 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, Accelerated Reader comprehension tests and classroom performance.

**Strategy:** Before School Program

**Minutes added to school year:** 1,800

Maker-Space (STEM)

**Strategy Rationale**

Offer a program to enrich the students who excel in math and science

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dobson, Ann, ann.dobson@ocps.net

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,600

Students who meet the criteria for the National Elementary Honor Society participate in tutoring and other service opportunities.

**Strategy Rationale**

High achieving students provide support for primary grades and create and participate a variety of service opportunities to extend the academic skills beyond the classroom.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dobson, Ann, ann.dobson@ocps.net

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

**Strategy:** Before School Program

**Minutes added to school year:** 1,350

Chess Club

**Strategy Rationale**

Chess provides the opportunity to apply logic and problem solving strategies.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Dobson, Ann, ann.dobson@ocps.net

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

Chess competitions

**Strategy: Weekend Program**

**Minutes added to school year: 13,520**

Saturday School is offered to students who are needing additional academic, core instructional to ensure learning gains and high achievement for ELA, math and science. Transportation will be provided along with a minimum of 2 hours of additional instruction.

**Strategy Rationale**

Saturday School will provide students the added instruction and remediation needed to reach a better understanding of the state standards. Additionally, students will experience more intimate relationships with teachers and staff with this strategy.

**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**

Attendance, formative assessment data, iReady growth monitoring data, FSA performance

**Strategy: After School Program**

**Minutes added to school year: 1,920**

To Provide high performing math students enriching activities to prepare them for math competitions throughout the year

**Strategy Rationale**

Foster critical thinking skills to challenge students with non-routine problems

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

DiMaggio, Kimberly, kimberly.dimaggio@ocps.net

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

iReady data, practice competition assessments, overall performance at math competitions

**Strategy:** Before 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)***

- 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***

High level thinking skills, real world math and earth science will be improved due to participation in the Eco Club.



**Strategy:** Extended School Day

**Minutes added to school year:** 48,600

Students in the lowest 30% 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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 Frog Street Press 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 for 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.

Each teacher at Thornebrooke posts their Alma Mater and throughout the year we have designated "College" days for everyone to wear their favorite college.

##### ***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 Project Lead the Way (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 schools in the area with National Elementary Honor Society. In addition, at the area high school graduation of over 400 students, former Thornebrooke alumni are represented in the top of the class.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

### 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" 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.

### 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

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** Student achievement will increase with deeper implementation of the MTSS process through teacher utilization of data to differentiate instruction to meet the needs of all students. (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 through teacher utilization of data to differentiate instruction to meet the needs of all students. (Division Priority: Ensure College and Career Readiness) **1a**

 G098275

**Targets Supported** **1b**

| Indicator                                | Annual Target |
|--|---------------|
| ELA/Reading Gains                        | 72.0          |
| ELA/Reading Lowest 25% Gains             | 66.0          |
| Math Lowest 25% Gains                    | 56.0          |
| Math Gains                               | 71.0          |
| Statewide Science Assessment Achievement | 75.0          |
| FSA ELA Achievement                      | 83.0          |
| FSA Mathematics Achievement              | 81.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Misuse and misunderstanding of MTSS to differentiate instruction to meet the needs of students.

**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 i-Ready program to support teachers in identifying candidates for MTSS
- CRMs, sample lessons, powerpoints, and scope and sequence
- i-Ready ELA workbooks

**Plan to Monitor Progress Toward G1.** **8**

Formative assessments, iReady diagnostic, iReady growth monitoring, unit assessments, PMAs for 5th Science

**Person Responsible**

Christopher Daniels

**Schedule**

Triannually, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Class study sheets, iReady reports, lesson plans, MTSS Tier II and Tier III notes, Performance Matters-PMAs

**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

G098276

### Targets Supported 1b

| Indicator                                | Annual Target |
|--|---------------|
| ELA/Reading Gains                        | 72.0          |
| ELA/Reading Lowest 25% Gains             | 66.0          |
| Math Gains                               | 71.0          |
| Math Lowest 25% Gains                    | 56.0          |
| Statewide Science Assessment Achievement | 75.0          |
| FSA ELA Achievement                      | 83.0          |
| FSA Mathematics Achievement              | 81.0          |

### Targeted Barriers to Achieving the Goal 3

- Misunderstanding the full complexity of Florida standards

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

- Additional planning days during the school year for each grade level
- Standards-based computer programs for ELA and Math with data provided
- Professional development on computer based programs
- CRMs with resources and information
- Common planning time daily
- Test item specifications
- 3 additional summer planning days

### Plan to Monitor Progress Toward G2. 8

Teacher instruction, student achievement, student learning gains, attendance of leadership team at PLC planning

#### Person Responsible

Christopher Daniels

#### Schedule

Semiannually, from 10/2/2017 to 5/18/2018

#### Evidence of Completion

Marzano observation of instructional practices and planning domains, attendance roster of leadership team at planning/data meetings, student achievement-iReady diagnostic and formative assessments on class study sheet

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 through teacher utilization of data to differentiate instruction to meet the needs of all students. (Division Priority: Ensure College and Career Readiness) **1**

 G098275

**G1.B1** Misuse and misunderstanding of MTSS to differentiate instruction to meet the needs of students. **2**

 B264375

**G1.B1.S1** Re-address and closely monitor the understanding and implementation of MTSS. **4**

 S280041

### Strategy Rationale

Teachers continue to be challenged with the MTSS process including differentiated instruction for core instruction, selection and implementation of interventions, and tracking the data to evaluate the effectiveness of instruction and interventions.

### Action Step 1 **5**

Teachers will take a survey to determine the specific areas of concern and understanding of the MTSS process.

#### Person Responsible

Christopher Daniels

#### Schedule

On 9/22/2017

#### Evidence of Completion

A copy of the survey and the results of the survey

### Action Step 2 **5**

Overview of the MTSS process will be presented to grade level teams using the MTSS resources on Canvas.

#### Person Responsible

Christopher Daniels

#### Schedule

On 9/22/2017

#### Evidence of Completion

Sign in sheets, PLC notes

### Action Step 3 5

Professional development will be conducted to instruct teachers on how to graph data of Tier II and Tier III students with a peer group to determine the effectiveness of the intervention.

**Person Responsible**

Christopher Daniels

**Schedule**

On 10/27/2017

**Evidence of Completion**

Copy of presentation, sign in sheets, PLC notes, example of completed teacher graphs

### Action Step 4 5

Within the collaborative planning of each grade level, the PLCs will have more detailed plans for the reading intervention block.

**Person Responsible**

Christopher Daniels

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, Reduction of students in MTSS Tier II and Tier III

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

A checklist will be used to track PLC usage of graphs, intervention planning and completion of Tier II and Tier III notes.

**Person Responsible**

Christopher Daniels

**Schedule**

Quarterly, from 9/11/2017 to 9/11/2017

**Evidence of Completion**

MTSS Tier II and Tier III notes, Reading Intervention plans, the checklist

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

Student Achievement

**Person Responsible**

Christopher Daniels


**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Performance on formative assessments, iReady diagnostic scores, computer-based programs

**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**

 G098276

**G2.B4** Misunderstanding the full complexity of Florida standards **2**

 B264382

**G2.B4.S1** Utilization of the strategies presented at the DPLC for Literacy **4**

 S280050

### **Strategy Rationale**

By participating in the DPLC for literacy, teachers will develop high yield strategies to increase positive academic gains.

### **Action Step 1** **5**

DPLC team will create summary to be presented to grade level PLC after each DPLC training.

#### **Person Responsible**

Christopher Daniels

#### **Schedule**

Every 2 Months, from 9/22/2017 to 5/18/2018

#### **Evidence of Completion**

Each summary will be collected as evidence, PLC notes

### **Action Step 2** **5**

Additional training on complex strategies presented at the DPLC will be given at the team and staff level as needed.

#### **Person Responsible**

Christopher Daniels

#### **Schedule**

Triannually, from 9/27/2017 to 5/18/2018

#### **Evidence of Completion**

Copy of presentation, sign in sheet

### Action Step 3 **5**

Teachers will use collaborative planning to embed learned strategies from the DPLC into lesson plans to facilitate rigorous instruction.

**Person Responsible**

Christopher Daniels

**Schedule**

Triannually, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Lesson plans, Marzano teacher observations

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Leadership team member will monitor the development of the summaries of DPLC trainings, collaborative planning sessions, and professional development of presented literacy strategies.

**Person Responsible**

Christopher Daniels

**Schedule**

Triannually, from 10/2/2017 to 5/18/2018

***Evidence of Completion***

Copies of summaries, lesson plans and professional development presentations

### Plan to Monitor Effectiveness of Implementation of G2.B4.S1 **7**

Student achievement

**Person Responsible**

Christopher Daniels

**Schedule**

Triannually, from 9/11/2017 to 5/18/2018

***Evidence of Completion***

iReady diagnostic results, formative assessment data, unit tests

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who                  | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date        |
|-------------------------|--|----------------------|-------------------------------|---|--------------------------|
| <b>2018</b>             |  |                      |                               |   |                          |
| G1.B1.S1.MA1<br>M408635 | A checklist will be used to track PLC usage of graphs, intervention planning and completion of Tier... | Daniels, Christopher | 9/11/2017                     | MTSS Tier II and Tier III notes, Reading Intervention plans, the checklist  | 9/11/2017 quarterly      |
| G1.B1.S1.A1<br>A377563  | Teachers will take a survey to determine the specific areas of concern and understanding of the...     | Daniels, Christopher | 9/18/2017                     | A copy of the survey and the results of the survey  | 9/22/2017 one-time       |
| G1.B1.S1.A2<br>A377564  | Overview of the MTSS process will be presented to grade level teams using the MTSS resources on...     | Daniels, Christopher | 8/21/2017                     | Sign in sheets, PLC notes   | 9/22/2017 one-time       |
| G1.B1.S1.A3<br>A377565  | Professional development will be conducted to instruct teachers on how to graph data of Tier II and... | Daniels, Christopher | 10/9/2017                     | Copy of presentation, sign in sheets, PLC notes, example of completed teacher graphs  | 10/27/2017 one-time      |
| G1.MA1<br>M408643       | Formative assessments, iReady diagnostic, iReady growth monitoring, unit assessments, PMAs for 5th...  | Daniels, Christopher | 8/21/2017                     | Class study sheets, iReady reports, lesson plans, MTSS Tier II and Tier III notes, Performance Matters-PMAs   | 5/18/2018 triannually    |
| G2.MA1<br>M408648       | Teacher instruction, student achievement, student learning gains, attendance of leadership team at...  | Daniels, Christopher | 10/2/2017                     | Marzano observation of instructional practices and planning domains, attendance roster of leadership team at planning/data meetings, student achievement-iReady diagnostic and formative assessments on class study sheet | 5/18/2018 semiannually   |
| G1.B1.S1.MA1<br>M408634 | Student Achievement  | Daniels, Christopher | 8/21/2017                     | Performance on formative assessments, iReady diagnostic scores, computer-based programs   | 5/18/2018 quarterly      |
| G1.B1.S1.A4<br>A377566  | Within the collaborative planning of each grade level, the PLCs will have more detailed plans for...   | Daniels, Christopher | 8/21/2017                     | Lesson plans, Reduction of students in MTSS Tier II and Tier III  | 5/18/2018 monthly        |
| G2.B4.S1.MA1<br>M408646 | Student achievement  | Daniels, Christopher | 9/11/2017                     | iReady diagnostic results, formative assessment data, unit tests  | 5/18/2018 triannually    |
| G2.B4.S1.MA1<br>M408647 | Leadership team member will monitor the development of the summaries of DPLC trainings,...             | Daniels, Christopher | 10/2/2017                     | Copies of summaries, lesson plans and professional development presentations  | 5/18/2018 triannually    |
| G2.B4.S1.A1<br>A377579  | DPLC team will create summary to be presented to grade level PLC after each DPLC training.             | Daniels, Christopher | 9/22/2017                     | Each summary will be collected as evidence, PLC notes   | 5/18/2018 every-2-months |
| G2.B4.S1.A2<br>A377580  | Additional training on complex strategies presented at the DPLC will be given at the team and staff... | Daniels, Christopher | 9/27/2017                     | Copy of presentation, sign in sheet   | 5/18/2018 triannually    |
| G2.B4.S1.A3<br>A377581  | Teachers will use collaborative planning to embed learned strategies from the DPLC into lesson...      | Daniels, Christopher | 10/2/2017                     | Lesson plans, Marzano teacher observations  | 5/18/2018 triannually    |

## 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 through teacher utilization of data to differentiate instruction to meet the needs of all students. (Division Priority: Ensure College and Career Readiness)

**G1.B1** Misuse and misunderstanding of MTSS to differentiate instruction to meet the needs of students.

**G1.B1.S1** Re-address and closely monitor the understanding and implementation of MTSS.

### PD Opportunity 1

Overview of the MTSS process will be presented to grade level teams using the MTSS resources on Canvas.

#### Facilitator

Susie Honis, Julie Billig, Kim DiMaggio

#### Participants

Instructional Staff

#### Schedule

On 9/22/2017

### PD Opportunity 2

Professional development will be conducted to instruct teachers on how to graph data of Tier II and Tier III students with a peer group to determine the effectiveness of the intervention.

#### Facilitator

Susie Honis, Julie Billig

#### Participants

All grade level PLCs

#### Schedule

On 10/27/2017

**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.B4** Misunderstanding the full complexity of Florida standards

**G2.B4.S1** Utilization of the strategies presented at the DPLC for Literacy

**PD Opportunity 1**

Additional training on complex strategies presented at the DPLC will be given at the team and staff level as needed.

**Facilitator**

DPLC grade level representatives, Susie Honis-Instructional Coach

**Participants**

Instructional Staff

**Schedule**

Triannually, from 9/27/2017 to 5/18/2018



## VI. Technical Assistance Items

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

## VII. Budget

|        |             |   |  |                |     |            |
|--------|-------------|---|--|----------------|-----|------------|
| 1      | G1.B1.S1.A1 | Teachers will take a survey to determine the specific areas of concern and understanding of the MTSS process.   |  |                |     | \$0.00     |
| 2      | G1.B1.S1.A2 | Overview of the MTSS process will be presented to grade level teams using the MTSS resources on Canvas.   |  |                |     | \$0.00     |
| 3      | G1.B1.S1.A3 | Professional development will be conducted to instruct teachers on how to graph data of Tier II and Tier III students with a peer group to determine the effectiveness of the intervention. |  |                |     | \$0.00     |
| 4      | G1.B1.S1.A4 | Within the collaborative planning of each grade level, the PLCs will have more detailed plans for the reading intervention block.   |  |                |     | \$0.00     |
| 5      | G2.B4.S1.A1 | DPLC team will create summary to be presented to grade level PLC after each DPLC training.  |  |                |     | \$0.00     |
| 6      | G2.B4.S1.A2 | Additional training on complex strategies presented at the DPLC will be given at the team and staff level as needed.  |  |                |     | \$0.00     |
| 7      | G2.B4.S1.A3 | Teachers will use collaborative planning to embed learned strategies from the DPLC into lesson plans to facilitate rigorous instruction.  |  |                |     | \$5,400.00 |
|        | Function    | Object  | Budget Focus                                 | Funding Source | FTE | 2017-18    |
|        |             | 120-Classroom Teachers  | 0235 - Thornebrooke Elementary               | General Fund   |     | \$5,400.00 |
|        |             |   | Notes: Cost of substitutes for planning days |                |     |            |
| Total: |             |   |  |                |     | \$5,400.00 |