Thornebrooke Elementary

2018-19 Schoolwide Improvement Plan

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Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

https://thornebrookees.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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	Other
Billig, Julie	Other
Dobson, Ann	Instructional Media
Cruz, Madeline	Other
Goodman, Felecia	Assistant Principal

Duties

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
* Maintenance
* Classified Evaluations
* School Surveys
* School Improvement Plan
* 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
* Data collection and analysis
* Maintain Instructional Resource Room
* 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
* 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
* Professional Development
* 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 Interventions
* Other duties as assigned by the principal

Madeline Cruz- Dean/CCT
* Discipline for K-3 and backup for 4th-5th
* Barracuda Bytes
* Support for ELL students
* ELL testing
* PLC participant
* SAC
* Discipline data and ISS/PASS if needed
* 5 Star Photo documentation
* 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
* Instructional Technology
* Textbook Coordinator
* Accelerated Reader
* Guest Authors
* National Elementary Honor Society
* Media materials
* 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

Early Warning Systems

Year 2017-18

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	4	4	12	6	11	5	0	0	0	0	0	0	0	42
One or more suspensions	2	1	1	1	4	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	14	20	18	0	0	0	0	0	0	0	52

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	0	1	1	2	4	2	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/16/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest 25% in Math performed the lowest. This is a trend for 2017 and 2018.

Which data component showed the greatest decline from prior year?

Our lowest 25% in ELA/Math and our ELA learning gains tied for the data components showing the greatest decline from prior year. (1% each)

Which data component had the biggest gap when compared to the state average?

Math learning gains of the lowest 25% had a gap of two percentage points where Thornebrooke performed at a proficiency level of 45% and the state had a proficiency level of 47%

Which data component showed the most improvement? Is this a trend?

Math achievement and Science Achievement showed the most improvement with both having an eight percentage point gain when compared with the previous year. Math Achievement and Science Achievement proficiency levels had undulated over the past three years.

Describe the actions or changes that led to the improvement in this area.

Math: Focused Interventions, Push In Support, Tutoring, Short Term Saturday School
Science: Short Term Saturday Science Camp, Additional Science Experiments, Focused Interventions, Better Use of the PMA Data

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	84%	56%	56%	84%	53%	52%
ELA Learning Gains	68%	55%	55%	68%	52%	52%
ELA Lowest 25th Percentile	55%	48%	48%	58%	42%	46%
Math Achievement	84%	63%	62%	82%	56%	58%
Math Learning Gains	70%	57%	59%	69%	54%	58%
Math Lowest 25th Percentile	45%	46%	47%	58%	41%	46%
Science Achievement	76%	55%	55%	78%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4 (7)	4 (12)	12 (5)	6 (13)	11 (11)	5 (7)	42 (55)
One or more suspensions	2 (4)	1 (3)	1 (0)	1 (6)	4 (0)	2 (4)	11 (17)
Course failure in ELA or Math	0 (0)	1 (2)	0 (0)	0 (0)	0 (2)	0 (3)	1 (7)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (15)	20 (21)	18 (17)	52 (53)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	82%	55%	27%	57%	25%	
	2017	83%	57%	26%	58%	25%	
Same Grade Comparison		-1%					
Cohort Comparison							
04	2018	79%	54%	25%	56%	23%	
	2017	75%	57%	18%	56%	19%	
Same Grade Comparison		4%					
Cohort Comparison		-4%					
05	2018	83%	55%	28%	55%	28%	
	2017	80%	51%	29%	53%	27%	
Same Grade Comparison		3%					
Cohort Comparison		8%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	86%	61%	25%	62%	24%	
	2017	72%	63%	9%	62%	10%	
Same Grade Comparison		14%					
Cohort Comparison							

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	79%	62%	17%	62%	17%
	2017	80%	64%	16%	64%	16%
Same Grade Comparison		-1%					
Cohort Comparison		7%					
05	2018	82%	59%	23%	61%	21%
	2017	77%	56%	21%	57%	20%
Same Grade Comparison		5%					
Cohort Comparison		2%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	53%	21%	55%	19%
	2017					
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	44	43	26	35	17	27				
ELL	65	66	65	74	72	60					
ASN	87	72		95	83		88				
BLK	70	57	40	63	50	23	53				
HSP	76	67	44	78	69	55	60				
WHT	87	69	61	87	70	48	82				
FRL	72	65	52	69	60	46	58				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	52	38	31	33	20	36				
ELL	51	48	50	57	63	67					
ASN	81	58		92	77		90				
BLK	78	78	69	48	48	38	50				
HSP	69	60	39	66	51	43	55				
WHT	85	74	65	82	69	54	72				
FRL	69	61	51	56	55	44	39				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Using the MTSS Process
Rationale	Teachers continue to be challenged with the MTSS process including differentiated instruction for core instruction, selection and implementation of interventions, and tracking data to evaluate the effectiveness of instruction and interventions.
Intended Outcome	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 - Narrow Achievement Gap]
Point Person	Christopher Daniels (christopher.daniels@ocps.net)
Action Step	
Description	1. Staff will complete the Virtual Support Sessions, during pre-planning, on the overview of the MTSS process and Differentiation Ideas. (Discuss with grade level and turn in takeaways to administration). 2. The Leadership team will analyze takeaways for misunderstandings. 3. The Leadership Team and Team Leaders will develop school-wide Culturally Responsive Norms. 4. The Leadership Team and Team Leaders will have monthly MTSS meetings to discuss updates and to bring back ideas or questions from team members to improve the process throughout the school. 5. Best Practices in Inclusive Education (BPIE) indicators and results will be shared with the staff. 5. Professional Development will be provided throughout the school year to support the teachers in identifying candidates for MTSS, building their capacity of cultural responsiveness and identifying the proper strategies and interventions to assist with students' success. 6.Individual teachers will meet with the MTSS committee to discuss the effectiveness of the strategies and interventions used for Tier II and Tier III students based on data and the teacher's cultural responsive skills to ensure all students are getting the support they need in addition to making sure all subgroups are growing at the expected rate. 7. The students' MTSS plan will be tweaked or accelerated as needed.
Person Responsible	Christopher Daniels (christopher.daniels@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Continuous monitoring of student data 2. Formal and Informal classroom observations 3. Classroom Walkthrough data 4. Notes from team PLCs 5. Notes from committee meetings 6. Lesson Plan Checks 7. Report Card Checks 8. Monthly data chats with teachers regarding students' progress 9. Additional data chats with teachers regarding specific students in the MTSS process
Person Responsible	Christopher Daniels (christopher.daniels@ocps.net)

Activity #2	
Title	DPLC Initiative
Rationale	We have teachers to coach up and help get to the highest levels of implementation of the DPLC strategies in order to effectively support student learning and success in all subject areas.
Intended Outcome	In order to provide students with the necessary support needed to accelerate their growth in all subject areas, aide in closing the achievement gap, and increase the skill levels of teachers, we will continue to augment our growth from last year through providing staff development, modeling, and implementing the DPLC strategies. [Division Priority - Accelerate Student Performance]
Point Person	Christopher Daniels (christopher.daniels@ocps.net)

Action Step	
Description	1. Provide a refresher Professional Development of the DPLC initiatives from last school term. (during pre-planning) 2. Provide small group sessions for new teachers using the DPLC Virtual Support Sessions. 3. The DPLC team will meet regularly to review and focus on the old and new initiatives. 4. The DPLC team members will give updates and further directions as needed to their grade level team based on the plans developed.. 5. The DPLC team members will bring back questions and concerns to the DPLC school team. 6. Professional Development will be provided on the new DPLC strategies and how to differentiate the new strategies while using cultural responsiveness skills to meet the needs of all students and subgroups. 7. Instructional rounds will be provided for all teachers so that they get to see DPLC strategies in action .
Person Responsible	Christopher Daniels (christopher.daniels@ocps.net)

Plan to Monitor Effectiveness	
Description	1. Continuous monitoring of student data 2. Formal and Informal classroom observations 3. Classroom Walkthroughs 4. Notes from DPLC meetings 5. Lesson Plan Checks 6. Student Work 7. Monthly data checks with teachers regarding students progress 8. Additional data checks with PLC groups regarding the effectiveness of the differentiated strategies for specific students.
Person Responsible	Christopher Daniels (christopher.daniels@ocps.net)

Part V: Budget

Total:	**$1,700.00**