

Thornebrooke Elementary



2014-15 School Improvement Plan

Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

25%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producers of successful students in the nation.

School Environment

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

Relationships are built in a number of ways at Thornebrooke Elementary School. Initially, the kindergarten teachers participate in home visits to the incoming kindergartners the 1st of August. With these visits, valuable connections are made and help set the tone for the year as a partnership between families and school. Additionally, all teachers implement a wide variety of "get to know" activities at the beginning of the year to facilitate a safe environment for students to share about themselves and share their unique cultures amongst their school family. Parents of ELL students are invited to 4 meetings a year. With a strong PTO organization, families are given opportunities to get involved with the school activities and offered a multitude of volunteer opportunities which foster a strong relationship between all stakeholders of Thornebrooke. Lastly, we do 18-20 after-school events and arts events which incorporate families into the learning and culture.

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

All areas of the school have adult supervision. ASP, a before and after school program, is offered for those families who need extended child care. There are a number of programs offered before and after school such as tutoring for reading and math, Homework Club, Breakfast Club, Chess Club, Coin Club, Eco Club, Guitar and Keyboarding, Golf, Karate, National Elementary Honor Society, Drama Club and Dance Team. Safety patrols are there to assist students before and after school. This program has a dual purpose: It provides additional supervision for all students and also provides leadership opportunities for the 5th graders. Additional staff is utilized to oversee the visitors that come to the school, along with multiple security cameras and buzz-in entrance for visitors and staff. The full-time guidance counselor has a guidance box where students can bring up issues and concerns anonymously. The guidance counselor also provides character education and anti-bullying lessons throughout the year. With the addition of many before and after school programs, students are provided opportunities to pursue student interests in a safe and respectful environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

With a behavior specialist and guidance counselor on staff, Thornebrooke Elementary is implementing the Conscious Discipline program school-wide. The Conscious Discipline framework provides a student-centered discipline approach which allows students to monitor their own behaviors and take ownership of their actions. This program is based on positive relationships versus

relationships based out of fear. Training for our teachers has been given over the past 2 years with continued followup. Several staff members have attended additional workshops for Conscious Discipline. Protocol for disciplinary incidents are handled on a case by case basis in conjunction with OCPS expectations with the classroom teacher, counselor, behavior specialist and administration. OCPS Character Trait program is embedded with our school-wide fundraiser over the course of 3 weeks to expose the students and teachers to these values. Character traits and school behavior expectations are reviewed regularly during the morning announcements.

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

Counseling groups are conducted weekly by a full time guidance counselor. Additionally, whole group lessons are provided to address social interactions throughout all grade levels. The guidance counselor works with various outside resources to provide counseling support to many families. The behavior specialist provides on going social skills groups to minimize inappropriate behavior. Through our guidance department, in conjunction with PTO, financial support is granted to families who need assistance. This support is provided to assist with funding field trips, before and after school care, social PTO functions, holiday gift drive, 5th grade celebration, school supplies and additional events that could occur.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance- Homeroom teacher contacts parents after 2 absences/tardies. After 5 absences/tardies, a letter is generated from administration to address the amount of absences and how important attendance is. After 10 absences/tardies, the social worker is involved and a level of support is put in place to ensure improved attendance. If there are attendance barriers for the family, resources will be provided by the social worker and other school staff. Teachers also include comments on report cards that the student has fallen below the 90% attendance rate.

Suspensions- Thornebrooke will follow the protocol implemented by OCPS with a guidance component to minimize out-of-school suspensions. Teachers will be expected to implement multiple behavior interventions prior to referring to the office. Additionally, the behavior specialist will be consulted to provide tools to the classroom teacher to work with each individual student, case by case.

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

A level 1 on State Assessment ELA or Math-Immediate additional support from reading and math resource teachers. Additionally, all areas of the students' curriculum and needs should be revisited to determine if all resources are being utilized to instruct level 1 students. With this indicator, before and after school tutoring will be offered and strongly encouraged.

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

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 5 | 6 | 8 | 3 | 8 | 6 | 36 |
| One or more suspensions | 6 | 0 | 2 | 4 | 5 | 4 | 21 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 15 | 10 | 10 | 35 |

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

| Indicator | Grade Level | | | | Total |
|--|-------------|---|---|---|-------|
| | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 2 | 7 | 1 | 11 |

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: Homeroom teacher contacts parents after 2 absences/tardies. After 5 absences/tardies, a letter is generated from administration to address the amount of absences and how important attendance is. After 10 absences/tardies, the social worker is involved and a level of support to ensure improved attendance. Additionally, administration monitors attendance for those select students. If there are attendance barriers for the family, resources will be provided by the social worker and guidance counselor. Teachers also include comments on report cards that the student has fallen below the 90% attendance rate.

For suspensions, Thornebrooke will follow the protocol implemented by OCPS with a guidance component to minimize out-of-school suspensions. A school-wide behavior plan is implemented and additional in-class supports are available. Teachers will be expected to implement multiple behavior interventions prior to referring to the office. 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 (Level 1s and failure in ELA or Math), the following interventions are in place:

math and reading intervention groups, before and after school tutoring for ELA and math and utilization of IMS curriculum resources to assist instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Positive relationships with families are facilitated in all aspects at Thornebrooke Elementary. In 2013-2014, 552 volunteers registered over 10,581 hours. Additionally, through a partnership with PTO, over 20 after school events are sponsored and attended by faculty, staff, parents and students.

These range from outdoor movie nights and school performances to arts activities and literacy nights. Volunteers assist in many capacities. These include volunteering time in classrooms working with students, facilitating homework club, after school clubs (drama, dance, art, chess) and office assistance when needed.

Teachers communicate ProgressBook logins so that parents and students have access to their grades, provide the computer-based programs for progress, monitor the Accelerated Reading program, and establish open communication between teachers and parents. Conferences are encouraged regularly, and are also held school-wide two times per year.

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

The Partners in Education representatives actively pursue new business partners every year. Newsletter acknowledgement, spirit nights, and invitations to after school functions for an opportunity to promote their businesses are consistently offered. It is encouraged by both the staff and the PTO to patronize all partners. Banners are also on display throughout the year promoting the partners. With school-wide fundraisers, partners are generous in donating items that the school needs. It is not uncommon to see our families throughout our community supporting activities and businesses. Partners also assist in several curriculum initiatives through Teach In, Dental Health Month and the Community Helpers kindergarten field trip. Partners in Education nights typically raise over \$2,000 annually.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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 Technology |
| Billig, Julie | Other |
| Carson, Felicia | Other |
| Micolupo, Jill | Other |
| Summers, Jeanette | Guidance Counselor |

Duties

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

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

Susan Honis- Resource Teacher-Reading Interventions, Instructional Coach, MTSS Coach, School-wide data, curriculum support, Professional Development, Testing Coordinator, Tutoring Coordinator

Kimberly DiMaggio- Math Intervention Teacher- Curriculum Support, Professional Development

Julie Billig-Behavior Specialist-ESE interventions, behavior supports

Jill Micolupo-Staffing Specialist-ESE Supports, ESE interventions

Jeanette Summers-Guidance Counselor-Student counseling, behavior supports, family support
Felicia Carson- Reading Intervention Teacher-Reading intervention support, literacy supports

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership is closely aligned with the MTSS process and is heavily represented on the MTSS team. The MTSS process is utilized to identify and align all available resources to meet the needs of all students to maximize learning. The MTSS Tier II/III process will be initiated in one of two ways: 1) The classroom teacher will initiate the MTSS Tier II/Tier III and provide the MTSS team with valuable information 2) The MTSS team identifies students based on historical low performance or previous retention and initiate Tier II supports. Teachers and other staff identify specific interventions agreed upon at the meetings and monitor progress weekly. Students move through the tiers as needed depending on their response to the interventions used. The MTSS team observes and offers suggestions to teachers throughout the process. 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. This is done with fidelity as we all support one another for the growth and success of each student. The MTSS Coach is responsible for scheduling meetings to discuss students' needs and monitor the progress of the students who are within the MTSS process Tier II/Tier III. Meetings are held monthly, if necessary, and also held more frequently depending upon the needs of the students. The reading intervention teacher and math intervention teacher provide classroom teachers and the MTSS team with resources to use with students. 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.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------|--------------------|
| Christopher Daniels | Principal |
| Alison Long | Teacher |
| Sara Calvert | Teacher |
| Ken Kentner | Teacher |
| Jenny Morsch | Teacher |
| Kim Coppola | Teacher |
| Lenore Eastham | Teacher |
| Diep Tu | Parent |
| Wendy Kimelman | Parent |
| Dan Demchak | Parent |
| Elizabeth Rahter | Business/Community |
| Marsha Raval | Business/Community |
| Elizabeth Mayo | Parent |
| Ranida Repiedad | Parent |
| Lauryn Andreson | Parent |
| Priya Rajan | Parent |
| Rita Phillips | Parent |
| Kellie Kullich | Parent |
| Naz Assad | Parent |
| Jason Gandy | Teacher |
| Wylea Watson | Teacher |
| Vanessa Conser | Teacher |

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

During the September SAC meeting, the School Improvement Plan is thoroughly discussed and dissected with the SAC membership in order to finalize the plan.

Preparation of the school's annual budget and plan

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

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

Thornebrooke Elementary did not receive any school improvement funds last year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|----------------------|---------------------|
| Honis, Susan | Instructional Coach |
| Carson, Felicia | Other |
| Conser, Vanessa | Teacher, K-12 |
| Chonko, Cheryl | Teacher, K-12 |
| Coons, Terry | Teacher, K-12 |
| Dobson, Ann | Instructional Media |
| Vail, Pamela | Teacher, K-12 |
| Watson, Wylea | Teacher, K-12 |
| Yockel, BillieJo | Teacher, K-12 |
| Daniels, Christopher | Principal |

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Grade level PLCs meet weekly to review student data, collaboratively plan and to hold curriculum discussions. Additionally, several hours of team collaborative planning are provided for teams throughout the year with substitutes provided. Also, time on early release days (Wednesdays) is dedicated to team building, sharing and vertical alignment. Many teams, although not mandatory, will have additional PLC time to specifically look at planning and curriculum.

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

The principal looks at the applicants who are cleared through the district and selects resumes based on job experience. Candidates are interviewed by a team which includes the principal and teachers. The school provides a positive working environment which contributes to retaining teachers. Note: The school has a vacancy rate of under 10% annually. The PTO is very helpful with teacher incentives such as teacher of the month recognition, providing resources to classroom teachers, and gifts during Teacher Appreciation Week. Through the implementation of a hospitality team with representatives from each grade level, social events such as breakfasts and holiday-themed snacks are provided to the staff to develop the community feel of the school.

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

The Teacher Mentoring Program/Plan is consistent with district recommendations. There are monthly meetings along with biweekly communication between mentors, mentees and Instructional Coach. Monthly meetings consist of coaching activities, reflective activities, literature discussions and reciprocal teaching opportunities, and participation in Instructional Rounds. Mentors and mentees will participate in on-going self-evaluation and reflection. The rationale for pairings of mentors with mentees traditionally is to select a qualified mentor with the proper credentials (Clinical Education and PDS Online Mentoring Course) on the mentees grade level. Mentors strengths and personality are considered to be the best match for both participants. According to the the needs of the mentors/mentees, activities are designed monthly to supplement current on-going professional development activities (teacher evaluation, Florida Core Standards, Deliberate Practice and discipline/organization).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

*Grade level reading intervention/enrichment occurs 5 days per week. Teachers are utilizing formative and summative assessments to establish intervention groups on the grade level targeting one of the six areas of reading. These groups are evaluated and revised 1-2 times per quarter, utilizing the benchmark data, unit assessments, computer-based reading program performance and individual teacher data.

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

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

*Before and after school targeted tutoring is offered in reading and math. Students are provided with

additional time to work on learned concepts, skills and standards through research- based programs. They also receive additional direct instruction on higher order skills with the assistance of teachers. *Enrichment-Accelerated Reader Incentive Program, Battle of the Books competition, math competitive team, gifted classes to increase the rigor of the Florida Standards, Literacy Circles are all included for the advanced level of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 121,000

Students in the lowest 30% will participate in before/after school tutoring for reading utilizing resources from core curriculum along with supplemental computer based programs all supporting the Florida Standards.

Strategy Rationale

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

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 benchmark data, Progress Monitoring, and teacher input. During the tutoring program we monitor student's performance through the use of computer-based assessments, technology, and formal assessments. There should be an increase in student performance with benchmark assessment as well as classroom performance.

Strategy: Extended School Day

Minutes added to school year: 42,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 214,500

Arrangements have been made through transportation to have an early drop off of a bus so that students will be provided additional time before the school day to utilize the computer programs, complete homework and get assistance with class work. This strategy will add an additional 20 min for approx 55 students daily.

Strategy Rationale

Students riding this bus are often unable to attend the math and reading tutoring previously established. With this early bus, students will get the support needed to improve their academic growth and acquisition of grade level skills.

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

Benchmark assessments, mini-benchmark assessments, formative assessments and classroom performance will be monitored for the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 32,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

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

Strategy: Before School Program

Minutes added to school year: 48,600

Students will be offered time to work on math concepts through computer based programs and other curriculum supports. Students are 1:15 with math coach.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

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

Strategy: Before School Program

Minutes added to school year: 1,080

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniels, Christopher, christopher.daniels@ocps.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

VPK PROGRAM

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

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

KINDERGARTEN

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

MIDDLE SCHOOL TRANSITION

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Teach In-Countywide Initiative

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

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

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

Guest speakers through Teach In will address and demonstrate a variety of careers and jobs for students. Additionally, Thornebrooke works with a local engineer initiated a computer coding club impacting over 100 students. This program will be continued through 2014-2015 in grades 1-5.

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

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

Thornebrooke participates in STEM Labs, Eco Clubs, Science Fair Night, Teach-In and students participate in the Computer Coding Club.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

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

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.** Teachers will improve the use of data decision making to plan and deliver rigorous lessons, using the instructional framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will improve the use of data decision making to plan and deliver rigorous lessons, using the instructional framework. 1a

G039170

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 76.0 |
| AMO Reading - All Students | 89.0 |
| AMO Math - All Students | 88.0 |
| Math Lowest 25% Gains | 72.0 |

Resources Available to Support the Goal 2

- 1. Florida Core State Standards/Item Specs 2. Math Resource 3. Reading Resource 4. Reading Plus 5. Lexia 5. SOAR Math! 6. Performance Matters 7. Data Buddies 8. IFC Calendar 9. STAR 10. cPalms-Extra Professional Development provided by FLDOE 11. District approved core programs

Targeted Barriers to Achieving the Goal 3

- Teachers lack the training to utilize Performance Matters and evaluate classroom data.
- Teachers have difficulty utilizing data to differentiate learning and instruction for all levels of students.

Plan to Monitor Progress Toward G1. 8

Lesson plans, student performance data, and classroom instruction

Person Responsible

Christopher Daniels

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

I Observation data/feedback reports, student performance data, lesson plans

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. Teachers will improve the use of data decision making to plan and deliver rigorous lessons, using the instructional framework. **1**

 **G039170**

G1.B1 Teachers lack the training to utilize Performance Matters and evaluate classroom data. **2**

 **B094209**

G1.B1.S1 Professional Development to give teachers the training to analyze the data from Performance Matters and formative assessment data from the classroom. **4**

 **S105293**

Strategy Rationale

This barrier can be eliminated or minimized when teachers have adequate training on the navigating and utilization of Performance Matters. Subsequently, if there is a process to evaluate formative assessments and determine the instructional implication, teachers will evaluate, modify instruction based on student performance and ultimately increase student learning.

Action Step 1 **5**

Provide professional development for teachers on Performance Matters data so that teachers use data to drive instruction.

Person Responsible

Kimberly DiMaggio

Schedule

Quarterly, from 8/14/2014 to 4/24/2015

Evidence of Completion

Sign-in sheets, Formal and Informal observations, completion of Deliberate Practice

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

Monitoring will take place through professional development activities, PLC notes, weekly lesson plans and teacher observations.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 8/12/2014 to 5/15/2015

Evidence of Completion

Classroom Data sheets, professional development calendar with attendance sheets, student performance data, iObservation

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

Admin team will formally/informally monitor implementation instructional delivery based on data.

Person Responsible

Christopher Daniels


Schedule

Quarterly, from 8/25/2014 to 5/29/2015


Evidence of Completion

iObservations, assessment data, lesson plans, administration walk throughs, and Performance Matters data

G1.B2 Teachers have difficulty utilizing data to differentiate learning and instruction for all levels of students. **2**

 B094211

G1.B2.S1 Assisting teachers with creating rigorous lessons that target student specific learning needs for both ELA and math. **4**

 S105295

Strategy Rationale

After analyzing data, teachers will then need to use the data to create standards-specific lessons (ELA and Math) that are scaffolded and differentiated.

Action Step 1 **5**

Instructional coach will assist teachers with rigorous lessons that support specific needs of all students by providing professional development to all instructional staff.

Person Responsible

Susan Honis

Schedule

Weekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Assessment data, Lesson Plans, Professional Development sign in

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Specific, targeted, rigorous lessons

Person Responsible

Christopher Daniels

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Assessment data, Lesson Plans, Classroom Observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walk-throughs, Observations, weekly lesson plans

Person Responsible

Christopher Daniels


Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, I observation data and feedback, lesson plans

G1.B2.S2 Identify model classrooms to support differentiation in the classroom. Facilitate Instructional rounds to observe ELA and Math instruction. 4

 S105296

Strategy Rationale

With good examples, teachers will be able to identify strategies for the centers and implement them as best practices. Additionally, this activity will allow for collaboration to create new and effective center activities.

Action Step 1 5

Teachers will perform Instructional Rounds specifically looking at ELA and Math instruction.

Person Responsible

Susan Honis

Schedule

Quarterly, from 9/8/2014 to 3/19/2015

Evidence of Completion

Teachers will utilize the Instructional Rounds recording sheet to represent their learning of learning centers.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Instructional rounds worksheet will be collected and analyzed to determine trends.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 1/5/2015 to 5/29/2015

Evidence of Completion

Completion of the instructional rounds worksheet will represent the knowledge gained by the teachers. Following up with informal observations of some implemented strategies (ELA and Math) will be evidence of rigorous, targeted lessons.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Students will increase their mastery of LAFS and MAFS as evidenced by classroom assessments, summative assessments, formative assessments and end of year assessments.

Person Responsible

Christopher Daniels

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data and Florida State Assessment data

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|--------------------|-------------------------------|---|---------------------|
| G1.B1.S1.A1 | Provide professional development for teachers on Performance Matters data so that teachers use data to drive instruction. | DiMaggio, Kimberly | 8/14/2014 | Sign-in sheets, Formal and Informal observations, completion of Deliberate Practice | 4/24/2015 quarterly |
| G1.B2.S1.A1 | Instructional coach will assist teachers with rigorous lessons that support specific needs of all students by providing professional development to all instructional staff. | Honis, Susan | 9/8/2014 | Assessment data, Lesson Plans, Professional Development sign in | 5/15/2015 weekly |
| G1.B2.S2.A1 | Teachers will perform Instructional Rounds specifically looking at ELA and Math instruction. | Honis, Susan | 9/8/2014 | Teachers will utilize the Instructional Rounds recording sheet to represent their learning of learning centers. | 3/19/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|----------------------|-------------------------------|---|---------------------|
| G1.MA1 | Lesson plans, student performance data, and classroom instruction | Daniels, Christopher | 8/25/2014 | I Observation data/feedback reports, student performance data, lesson plans | 5/29/2015 biweekly |
| G1.B1.S1.MA1 | Admin team will formally/informally monitor implementation instructional delivery based on data. | Daniels, Christopher | 8/25/2014 | iObservations, assessment data, lesson plans, administration walk throughs, and Performance Matters data | 5/29/2015 quarterly |
| G1.B1.S1.MA1 | Monitoring will take place through professional development activities, PLC notes, weekly lesson plans and teacher observations. | Daniels, Christopher | 8/12/2014 | Classroom Data sheets, professional development calendar with attendance sheets, student performance data, iObservation | 5/15/2015 quarterly |
| G1.B2.S1.MA1 | Classroom walk-throughs, Observations, weekly lesson plans | Daniels, Christopher | 8/25/2014 | Performance Matters data, I observation data and feedback, lesson plans | 5/29/2015 biweekly |
| G1.B2.S1.MA1 | Specific, targeted, rigorous lessons | Daniels, Christopher | 8/25/2014 | Assessment data, Lesson Plans, Classroom Observations | 5/29/2015 weekly |
| G1.B2.S2.MA1 | Students will increase their mastery of LAFS and MAFS as evidenced by classroom assessments, summative assessments, formative assessments and end of year assessments. | Daniels, Christopher | 8/25/2014 | Performance Matters data and Florida State Assessment data | 5/29/2015 quarterly |
| G1.B2.S2.MA1 | Instructional rounds worksheet will be collected and analyzed to determine trends. | Daniels, Christopher | 1/5/2015 | Completion of the instructional rounds worksheet will represent the knowledge gained by the teachers. Following up with informal observations of some implemented strategies (ELA and Math) will be evidence of rigorous, targeted lessons. | 5/29/2015 quarterly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will improve the use of data decision making to plan and deliver rigorous lessons, using the instructional framework.

G1.B1 Teachers lack the training to utilize Performance Matters and evaluate classroom data.

G1.B1.S1 Professional Development to give teachers the training to analyze the data from Performance Matters and formative assessment data from the classroom.

PD Opportunity 1

Provide professional development for teachers on Performance Matters data so that teachers use data to drive instruction.

Facilitator

Curriculum Support Staff, Reading and Math Resource Teachers, District Instructional Coaches, cPalms Support Liaison

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2014 to 4/24/2015

G1.B2 Teachers have difficulty utilizing data to differentiate learning and instruction for all levels of students.

G1.B2.S1 Assisting teachers with creating rigorous lessons that target student specific learning needs for both ELA and math.

PD Opportunity 1

Instructional coach will assist teachers with rigorous lessons that support specific needs of all students by providing professional development to all instructional staff.

Facilitator

Math Resource, Instructional Coach, Black Belt ELA/Math Teachers, District Coaches

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/15/2015

G1.B2.S2 Identify model classrooms to support differentiation in the classroom. Facilitate Instructional rounds to observe ELA and Math instruction.

PD Opportunity 1

Teachers will perform Instructional Rounds specifically looking at ELA and Math instruction.

Facilitator

Instructional Coach, Math Resource, Reading Intervention Teacher

Participants

50% of each grade level instructional staff

Schedule

Quarterly, from 9/8/2014 to 3/19/2015