Thornebrooke Elementary

2021-22 Schoolwide Improvement Plan

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Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

https://thornebrookees.ocps.net/

Demographics

Principal: Korey Bawden

Start Date for this Principal: 6/25/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (69%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Bawden, Korey	Principal	The entire operation of the school Instructional coach and supervision Assistance to all staff Marzano/ I-Observation Data collection and analysis School Improvement Plan (SIP) Assessments Approve all Instructional Leave Forms School Budget Security and safety -Co-lead. "Big Picture"/processes School liaison for PTO and SAC Co-Staff Duty Roster Master Schedule MTSS Internal money reimbursement DCF- Co-Contact Custodial Team PLC support Team Leader Liaison Admin team-Dr. Vazquez lead Other duties as assigned by the Area Superintendent
Goodman, Felecia	Assistant Principal	Principal's designeeSkyward Coordinator Deliberate Practice Calendar Approval Class Rosters PIE/Partners in Ed and ADDitions co-coordinator Lesson plans Security and safety -Co-lead. Details for compliance Assist in the entire operation of the school School discipline Buses SAC representative Bus duty Approve classified and instructional leave forms Team PLC support Plan and supervise lunch and lunch duties DCF-Co Contact School Improvement Plan (SIP)-help Co-Staff Duty Roster Maintenance- work orders Marzano/I-Observation Lunch and AM/PM Duty schedules Other duties as assigned by principal
Honis, Susan	Instructional Coach	Principal's designee in the absence of the principal and Asst. Principal FSA/ Gen Ed Testing Coordinator Field Trip Coordinator

Name	Position Title	Job Duties and Responsibilities
		Instructional coach and supervision Marzano Coaching support and Evaluations New/Under 3year teacher support/Lead Mentor Data collection and analysis Maintain Instructional Resource Room MTSS Support OCPS coach meetings Provide assistance to teachers in the areas of curriculum, instruction and assessment Oversee computer-based programs Tutoring coordinator Professional Development Assist with planning, implementing, and evaluating in-service activities for the school Serves on School Advisory Council School Improvement Plan (SIP) Team PLC Support Supervision and lunch duty Other duties as assigned by the Principal
Green, Leslee	Staffing Specialist	Coordinate ESE compliance Schedule and conduct staffing, EPT, IEP, 504 and annual review meetings Coordinate with Registrar student registration compliance Liaison for TES, the West Learning Community and District Office for ESE Assists with the inclusion of ESE students Assist in scheduling of ESE students, ESE teachers, and paraprofessionals Attend district and learning community Staffing Coordinator meetings MTSS team Data collection and analysis Assist with ELL compliance as needed Supervision and lunch duty Other duties as assigned by the principal FSAA Testing Coordinator
Kirkland, Valerie	ELL Compliance Specialist	ELL Compliance ACCESS for ELLs Test Coordinator Class and student data for MTSS Supervise and plan ELL para's schedule Monitor ELL progress Assist in classrooms for ELL support as needed Organize Translation support as needed ADDitions- co-lead Calendar co-lead Assist with discipline support as needed

Name	Position Title	Job Duties and Responsibilities
		Supervision and lunch duty Other duties as assigned by the principal
Miller, Jane	School Counselor	Conducts individual, group and crisis counseling for students, parents and staff Conducts classroom guidance lessons Character Ed Shows Co-Responsible for DCF concerns or questions Bully Prevention MTSS team Health/Sanford Harmony facilitator Monitor and support SEL for students and staff Supervision duty Other duties as assigned by the principal
Dobson, Ann	Instructional Media	Operation of the Media Center Website and Public Relations Barracuda Bytes/Newsletter PIE co-coordinator Instructional Technology Accelerated Reader National Elementary Honor Society Five-Star Coordinator Car dismissal Media materials Textbook/instructional materials Manager Instructional media assistance Technology back-up and technology staff trainer Fixed Assets Property Manager Teach-In Other duties as assigned by the principal
Henley, Susan	Behavior Specialist	Support ESE students in all matters of behavior Support teachers and staff with ESE child behaviors Assist and take part in ESE/IEP meetings as needed Assist Mrs. Goodman with ESE paraprofessional Schedules Support ESE teachers and students with supervision Provide advice and counsel to gen. ed teachers for specific children Assist admin with some gen. ed behaviors if support is needed Supervision and lunch duty

Demographic Information

Principal start date

Friday 6/25/2021, Korey Bawden

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

535

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	60	67	118	101	123	98	0	0	0	0	0	0	0	567
Attendance below 90 percent	5	4	7	9	7	5	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	1	2	9	11	0	0	0	0	0	0	0	23

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	1	0	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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**	
Number of students enrolled	45	114	101	123	113	116	0	0	0	0	0	0	0	612
Attendance below 90 percent	2	12	9	8	9	7	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	2	0	3	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	45	114	101	123	113	116	0	0	0	0	0	0	0	612
Attendance below 90 percent	2	12	9	8	9	7	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	2	0	3	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				85%	57%	57%	84%	56%	56%
ELA Learning Gains				76%	58%	58%	68%	55%	55%
ELA Lowest 25th Percentile				63%	52%	53%	55%	48%	48%
Math Achievement				85%	63%	63%	84%	63%	62%
Math Learning Gains				74%	61%	62%	70%	57%	59%
Math Lowest 25th Percentile				70%	48%	51%	45%	46%	47%
Science Achievement				80%	56%	53%	76%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	86%	55%	31%	58%	28%
Cohort Comparison						
04	2021					
	2019	84%	57%	27%	58%	26%
Cohort Comparison		-86%				
05	2021					
	2019	85%	54%	31%	56%	29%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	62%	23%	62%	23%
Cohort Comparison						
04	2021					
	2019	87%	63%	24%	64%	23%
Cohort Comparison		-85%				
05	2021					
	2019	84%	57%	27%	60%	24%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	79%	54%	25%	53%	26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1-5 utilized iReady Diagnostic Data BOY, MOY and EOY for both Reading and Mathematics looking at end of year expectations.
Grade 5 Science utilized Progress Monitoring Assessments provided by Orange County Public Schools.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2	6	11
	Economically Disadvantaged	3	5	8
	Students With Disabilities	0	11	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	3	8
	Economically Disadvantaged	0	0	3
	Students With Disabilities	0	11	11
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	35	45
	Economically Disadvantaged	11	12	21
	Students With Disabilities	7	8	13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	13	23
	Economically Disadvantaged	4	8	14
	Students With Disabilities	7	8	13
	English Language Learners	0	0	25

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	70	86
	Economically Disadvantaged	38	53	72
	Students With Disabilities	14	46	50
	English Language Learners	17	50	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	65	84
	Economically Disadvantaged	14	57	63
	Students With Disabilities	21	54	64
	English Language Learners	17	33	100

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	63	62
	Economically Disadvantaged	36	49	52
	Students With Disabilities	25	33	25
	English Language Learners	22	22	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	38	67
	Economically Disadvantaged	6	21	53
	Students With Disabilities	8	22	33
	English Language Learners	0	11	44

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	70	71
	Economically Disadvantaged	51	55	58
	Students With Disabilities	8	11	15
	English Language Learners	20	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	64	73
	Economically Disadvantaged	9	36	45
	Students With Disabilities	8	33	23
	English Language Learners	20	20	20
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	89	80	88
	Economically Disadvantaged	81	65	81
	Students With Disabilities	56	22	44
	English Language Learners	75	60	80

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	46		50	46		36				
ELL	57			71							
ASN	76	67		85	50		79				
BLK	73	67		75	83		79				
HSP	70	48	40	62	36	30	77				
MUL	91			91							
WHT	87	78		90	78	80	90				
FRL	63	55	42	65	59	60	71				
2019 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 2017-18	C & C Accel 2017-18
SWD	28	43	31	38	65	65	50				
ELL	73	82	71	83	79	76	47				

2019 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 2017-18	C & C Accel 2017-18
ASN	79	86		91	100		93				
BLK	79	58	45	73	50	42	55				
HSP	77	73	76	78	77	77	62				
WHT	91	78	59	89	74	69	91				
FRL	71	61	45	70	70	66	64				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	91
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2019 state assessment data and the 2021 end of the year school-wide Progress Monitoring data, core content areas of reading and math aligned with previous years' results at 80% proficient in math and 77% proficient in reading. Third-grade progress monitoring data trended strongly in all core content areas with meeting 90% proficiency in reading and 86% proficiency in math at the end of the 2021 school year. Fourth-grade performance was under expectation at 79% proficient in math and 65% proficient in reading. Fourth-grade reading remained unchanged from the middle of the year to the end of the year at 65% proficient. These results were reflective across the subgroups with specific lower proficiency for reading in Students with Disabilities at 25% proficient, English Language Learners at 33%, and the Lowest 25% obtaining 39% proficiency. Fifth-grade math results in the Economically Disadvantaged subgroup experienced lower proficiency at 45%. Additionally, Students with Disabilities resulted in 23% proficiency, English Language Learners at 20% proficiency, and the Lowest 25% reaching 48% proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

For both core subjects of reading and math, Students with Disabilities, English Language Learners, and the Lowest 25% demonstrate the greatest need for improvement for the 2021-2022 school year. End-of-year progress monitoring data for 2021 also indicates additional supports in overall reading instruction for students entering 5th grade in 2021-2022. These students did not experience improvement in proficiency based on a comparison of the middle of the year results and the end of the year data in April 2021 at a 65% proficiency rate.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Inconsistent professional learning community structures impacted student performance, particularly for the Fourth-grade level. For the 2021-2022 school year, a new professional learning community structure and format will be important in the academic success of students. Professional learning communities will focus on collaborative planning for grade-level standards and strategies needed to deliver instruction for all learners. This will directly impact improvement in student achievement. Ensuring the transfer of professional learning community planning efforts into classroom instruction will be critical.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data for Third-grade performance in both the 2019 state assessment data as well as the 2021 progress monitoring data indicated outstanding execution of grade-level standards with both subject

areas exceeding an upward trend in proficiency. For the 2021 end-of-year progress monitoring, reading reflected a rate of 90% proficiency, and math posted a 86% proficiency. 3rd-grade subgroup data outpaced grades 4 and 5. The critical subgroup of Students with Disabilities was 50% proficient in reading and 60% proficient in math. In reviewing the English Language Learners subgroup, 66% were on the level in reading and 100% were on level for math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A shift in the professional learning community norms provided the growth mindset environment as well as establishing an agreed-upon set of non·negotiables for the team which also provided more clearly defined guidelines for all team members.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, several strategies will need to be put in place. Instructional staff needs professional development in the acceleration model. The intervention and enrichment of instruction for both reading and math need specific frameworks to ensure maximum utilization of resources and instructional personnel. Tutoring efforts need alignment to the acceleration model. Close monitoring needs to occur to ensure that the acceleration systems are implemented with fidelity. Classroom walkthroughs and targeted, actionable feedback will be provided to instructional personnel. Another strategy to accelerate learning is to increase the systematic approach for delivering scaffolded supports during core instruction across all core subject areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Development of the acceleration mindset with be integral in increasing student proficiency with instructional personnel. Professional development will occur with the leadership team. The team will complete the OCPS acceleration training and debrief to create a school-wide PD that will be presented at pre-planning. The leadership team will also develop a series of professional developments throughout the school year. The series will focus on planning, implementation, and monitoring of the acceleration model.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The leadership team will conduct classroom walkthroughs monthly and evaluations as prescribed annually. Certified observers will participate in calibrating activities specific for elements for classroom walkthroughs and evaluations each semester. The administration will regularly attend weekly professional learning community meetings and participate in data reviews monthly.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The last available state data and most recent progress monitoring data from April 2021 shows the subgroup Students with Disabilities declining proficiency rates in both reading and math. Reading results for Students with Disabilities reflect the following, third-grade students at 50% proficiency, fourth-grade at 25% proficiency, and fifth-grade at 15%. Math data indicated 3rd grade at 60% proficient, fourth-grade at 27% proficient, and fifth-grade at 23%. Through analysis of data, this sub-group of students will be a specific area to target for improvement.
Measurable Outcome:	The percentage of Students with Disabilities reaching grade-level proficiency and learning gains will increase by 8% compared to the most recent state assessment data. Common assessment data and diagnostic data will also increase grade-level proficiency by 8%. An increase of 8% will bring the total ESSA index to 50% for students with disabilities.
Monitoring:	Classroom walkthroughs will be conducted to monitor small group instruction, student-teacher interaction, acceleration teaching, and the providing of accommodations. Professional learning communities will be monitored weekly for the planning of specific ESE strategies and documentation of accommodations usage. Common assessment data will be monitored for the Students with Disabilities' performance on grade-level standards.
Person responsible for monitoring outcome:	Korey Bawden (korey.bawden@ocps.net)
Evidence-based Strategy:	Instructional personnel will increase the systematic approach to providing scaffolded supports for Students with Disabilities during whole group instruction. Additionally, as targeted scaffolded support, the acceleration framework will be implemented to provide students with disabilities with front-loaded learning targets for upcoming standards in ELA and math. Also, according to the BPIE we will provide job-embedded, collaborative PD for teachers to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the Florida Standards.
Rationale for Evidence-based Strategy:	Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness, and gradually remove them once they are no longer needed. Acceleration framework is specific support planned for prior to lessons and other scaffolded supports are provided responsively during instruction.

Action Steps to Implement

Instructional personnel will receive professional development regarding acceleration at least two times during the 2021-2022 school year.

Person Responsible	Korey Bawden (korey.bawden@ocps.net)

Instructional personnel who have Students with Disabilities not meeting grade-level proficiency will receive coaching support focusing on scaffolded supports for whole group instruction of grade-level standards for ELA and math standards.

Person Responsible	Susan Honis (susan.honis@ocps.net)

We will conduct classroom observations to observe interventions and small group instruction. We will also monitor data and hold conversations with teachers regarding targeted subgroups.

Person Responsible   Korey Bawden (korey.bawden@ocps.net)

#2. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on the 2021 Panorama Survey data, one of the lowest-rated indicators by instructional staff was specific teacher feedback at 53%. Since this data point was an outlier, the leadership team will target this area of focus with the outcome of improving student academic performance.
Measurable Outcome:	The expected outcome for improving specific teacher feedback will be an increase of 75% or greater for this indicator on the 2022 Panorama Survey. For student data, progress monitoring assessments (iReady Diagnostic) MOY and EOY will show an improvement over 2021 results by an average of 7% for reading and math. The 2022 state-wide assessment data will show an increase of 3% in each school grade category as a result of the focus on specific teacher feedback.
Monitoring:	This area of focus will be monitored through teacher observations of classroom practices, student achievement on formative assessments, collaborative planning during professional learning community meetings, and school surveys.
Person responsible for monitoring outcome:	Korey Bawden (korey.bawden@ocps.net)
Evidence-based Strategy:	The STAR feedback model provides a thorough, systematic protocol to give valuable feedback as it relates to instruction and student learning. It allows evaluators and coaches a way to give examples of specific situations where a teacher has performed in a particular way. STAR stands for Situation Task Action Result. This strategy allows for actional feedback that can be implemented in the classroom to improve overall student learning.
Rationale for Evidence-based Strategy:	The rationale for this strategy is to normalize the criteria for providing feedback in a concise and actionable way. With the STAR strategy, teachers will receive consistent and thorough feedback from all staff conducting observations both formally and informally. Feedback and coaching will be directly related to classroom instruction and will increase overall instruction within the classroom.

Action Steps to Implement

Conduct calibrated instructional rounds focussed on small-group instruction and monitoring for student understanding with certified observers focusing on specific and actionable feedback to teachers. Implementation of these instructional rounds will occur in September 2021 and January 2022.

Person Responsible   Korey Bawden (korey.bawden@ocps.net)

An article reviewing the components of effective teacher feedback will be reviewed and discussed by all certified observers on campus.

Person Responsible   Korey Bawden (korey.bawden@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The social-emotional learning area of focus for the 2021-2022 school year will be to integrate and monitor resources and strategies that strengthen a culture both socially and emotionally. It is the expectation to grow every student academically, socially, and emotionally. The rationale behind this area of focus is that academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. Based on the 2021 Panorama Parent Survey results, 78% of parents and families surveyed responded favorably to their child's comfort level of asking school adults for help. By improving this parent and family engagement need through continued professional development and learning, the school's culture for social and emotional learning will improve by impacting student growth socially, emotionally, and academically.
Measurable Outcome:	Early Warning Systems indicator data will decrease by 10% in the following areas: attendance below 90%, Level 1 achievement in both reading and math, and course failure for reading and math.
Monitoring:	School attendance data will be reviewed quarterly to monitor those students who fall below the 90% attendance rate. Progress monitoring data will be reviewed monthly within the professional learning communities to address the needs of students who are predicted to perform at a Level 1 on state assessments. To ensure a reduction in course failures in reading and math, common assessments will be analyzed as part of the MTSS process to determine a remediation plan to increase the mastery of grade-level standards.
Person responsible for monitoring outcome:	Korey Bawden (korey.bawden@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum in conjunction with intentionally integrating aligned instructional strategies.
Rationale for Evidence-based Strategy:	Thornebrooke will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, classroom observations, and an increase in the number of students reaching proficiency on common assessments, progress monitoring tools, and state-wide assessments. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Action Steps to Implement

SEL team members will create a training plan that leverages Orange County Public School district professional learning community initiatives regarding SEL for all necessary stakeholders in the continual implementation of the SEL curriculum two times during the 2021-2022 school year.

Person Responsible	Korey Bawden (korey.bawden@ocps.net)

Grade level professional learning communities will identify students whose academic performance may be impacted by their social and emotional needs two times during the 2021-2022 school year and document them in professional learning community notes. The guidance counselor and other SEL team members will provide strategies to address the needs of identified students. Common assessments, progress monitoring assessments, and state-wide assessments will be monitored for effectiveness monthly.

Person Responsible	Jane Miller (jane.miller@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The SafeSchoolsforAlex.org data for 2019-2020 reflected a rating of Very High in regards to the School Incident Ranking. This data was based on a self-contained 5th grade Exceptional Student Education student who has since moved into the sixth grade for the 2020-2021 school year. Socio-emotional action was followed and implemented to assist the student in dealing with the violent incidents and Orange County Public Schools discipline protocols were followed. Based on historical data, suspensions have trended downward over the past five years. Thornebrooke will continue to monitor students receiving suspensions and particularly monitor students who receive multiple suspensions and provide support to positively impact behavior. Utilization of the behavior specialist and guidance counselor will review each individual case and follow up with socio-emotional coaching and behavior plans developed with the student and parent as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school leadership team collaborates with students, staff, and families, through groups such as the School Advisory Council, to reflect on implementation and determine the next steps for the social-emotional

learning of students. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.