Thornebrooke Elementary

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: A (76%) 2018-19: A (76%) 2017-18: A (69%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

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
Nielsen, Karen	Assistant Principal	Principal designee Generation of Class Rosters/Master Scheduling FTE contact Attendance contact PIE/Partners in Ed and ADDitions co-coordinator Safety and Security contact Behavioral interventions and initiatives Transportation/OCPS Buses SAC representative Team PLC support DCF-Co Contact School Improvement Plan (SIP) Co-Staff Duty Roster Skyward Coordinator Deliberate Practice Coordinator Calendar Approval Maintenance - work orders Marzano/I-Observation Supervision 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 Instructional coach and supervision Marzano Coaching support and Evaluations

Name	Position Title	Job Duties and Responsibilities
		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 SERT Team member 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 SERT Team member 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 SERT Team member

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 Threat Assessment Team SERT Team member 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 SERT Team member Other duties as assigned by the principal
Henley, Susan	Behavior Specialist	Support ESE students with behavioral initiatives Support teachers and staff with behaviors Assist and take part in ESE/IEP meetings as needed Assist Ms. Nielsen with ESE paraprofessional schedules Support ESE teachers and students with supervision Provide advice and counsel to all teachers for specific children Threat Assessment Team SERT Team member Supervision and lunch duty

Demographic Information

Principal start date

Friday 6/25/2021, Korey Bawden

Number of teachers with a 2022 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 2022 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

588

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	76	120	99	110	96	0	0	0	0	0	0	0	592
Attendance below 90 percent	0	0	0	6	2	7	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	2	6	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	1	3	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	6	2	6	0	0	0	0	0	0	0	14
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	6	2	7	0	0	0	0	0	0	0	15

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 7/21/2022

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	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	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	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	

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	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	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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	56%	56%				85%	57%	57%
ELA Learning Gains	76%						76%	58%	58%
ELA Lowest 25th Percentile	61%						63%	52%	53%
Math Achievement	83%	46%	50%				85%	63%	63%
Math Learning Gains	81%						74%	61%	62%
Math Lowest 25th Percentile	76%						70%	48%	51%
Science Achievement	78%	61%	59%				80%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	55%	31%	58%	28%
Cohort Comparison		0%				
04	2022					
	2019	84%	57%	27%	58%	26%
Cohort Comparison		-86%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	85%	54%	31%	56%	29%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	62%	23%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	87%	63%	24%	64%	23%
Cohort Comparison		-85%				
05	2022					
	2019	84%	57%	27%	60%	24%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	54%	25%	53%	26%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	52	45	47	57		14				
ELL	62	85		62	85		50				
ASN	81	75		88	70		70				
BLK	74	74		74	83	90	80				
HSP	64	68	60	66	76	64	50				
WHT	86	78	59	90	85	76	86				
FRL	68	71	68	65	82	79	69				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	28	43	31	38	65	65	50				
ELL	73	82	71	83	79	76	47				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
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	75
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	79
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessment data and the 2022 end-of-the-year school-wide progress monitoring data, performance in the core content areas of Reading and Math aligned with previous years' results at 80% proficient in Reading and 83% proficient in Math. School-wide data reflected significant learning gains across grade levels in three categories on the 2022 state assessments as compared to the 2021 state assessment data: Reading Learning Gains of Lowest 25% (+11 points), Math Learning Gains (+15 points), and Math Learning Gains of Lowest 25% (+17 points). Proficiency strength was identified amongst students in the following subgroup areas:
90% of African American students of the Lowest 25% earned Learning Gains in Math, 82% of FRL students recorded Learning Gains in Math, and 85% of ELL students earned Learning Gains on Reading and Math
state assessments.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students with Disabilities demonstrated lower levels of proficiency when compared to other subgroups in both Reading and Math. State assessment data reflected 37% of SWD were proficient in Reading and 47% were proficient in Math. Three subgroups performed below expected outcomes on the 5th Grade Science state assessment. Hispanic and ELL students recorded 50% proficiency on this assessment while only 14% of SWD demonstrated proficiency.

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

In order to address the concerns with low levels of proficiency in the Students with Disabilities (SWD) subgroup, three strategies will be implemented for SY 2022-2023 as a part of a new, school-wide focus on achievement. Students With Disabilities will be strategically scheduled into classrooms that exhibit high levels of differentiation and scaffolding as related to student IEP requirements. SWD will also be identified in data meetings and monitored to ensure learning occurs on the continuum at the appropriate pace. Targeted intervention will also be utilized to provide direct and intense small-group instruction on key concepts of literacy and mathematics as identified by the formative assessment data. Lastly, non-instructional interventions will also be utilized for SWD, including attendance monitoring, initiatives to encourage involvement in school-based activities and increased levels of parental involvement in progress monitoring of student learning growth.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains for both Reading and Math exceeded performance levels documented for student performance in previous years. 81% of students achieved learning gains in Math while 76% of students achieved learning gains in Reading. Students identified in the Lowest 25% subgroup of both Reading and Math exhibited considerable improvements at 61% in ELA and 76% in Math.

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

Professional Learning Community meetings occurred every Tuesday, focusing on instructional delivery and analysis/monitoring of common assessment data to drive future instruction and remediation.

Intervention Specialists and tutors supported in all core content areas to provide direct and targeted opportunities for students to interact with instructional content.

Walk to Intervention opportunities for students, with groups determined by the identified level of need.

Acceleration/enrichment tutoring was provided for 2nd, 3rd, 4th, and 5th-grade students two times a week.

Ongoing monitoring of EWS data to develop student-specific plans to ensure academic progress.

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

In order to sustain accelerated learning, strategies implemented in the 2021-2022 school year will need to remain intact. Professional development opportunities will support instructional staff as they implement the acceleration model in classrooms. Intervention and enrichment instruction for both Reading and Math will be deliberate and targeted to maximize the allocation of curriculum resources and instructional/school-based personnel. Acceleration will continue to be the focus of tutoring programs. Close monitoring will remain in place to ensure acceleration systems are implemented with fidelity. Classroom walkthroughs to gather low and high inference data will allow for collaboration and discussion on actionable feedback for instructional personnel. Scaffolded supports will also be implemented during core instruction across subject areas to ensure instruction meets the academic needs of each student.

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.

The continued development of the acceleration mindset will 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 the 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 administrative team will meet with team leaders monthly to discuss grade-level data and trends within the classroom. Team leaders will also participate in grade-level walks to monitor instruction and differentiation in the classroom to provide targeted feedback for their team.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data collected from the 2022 state assessments indicated SWD performed at much lower levels of proficiency when compared to other ESSA subgroups at the school. Assessment results for Students with Disabilities reflect 37% proficiency in Reading, 47% proficiency in Math, and 14% proficiency in Science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of Students with Disabilities reaching grade-level proficiency and learning gains will increase by 13% in Reading, 3% in Math, and 36% in Science for SY 2022-2023. This projection will bring the total ESSA index to 50% for Students with Disabilities across tested areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will drive professional development opportunities, tutoring schedules, leadership team decision-making, intervention modalities, and data chats for SY 2022-2023. Monitoring will occur at both administrative and classroom levels through the implementation of weekly ESE team meetings to disaggregate data, monthly leadership team meetings to monitor SWD current levels on i-Ready, Reading Plus, and classroom assessments, and targeted intervention groups will focus on bridging reading gaps in grades 1-3, and collaborative lesson planning between core and resource teachers will build capacity for differentiated and scaffolded instruction.
Person responsible for monitoring outcome:	Korey Bawden (korey.bawden@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional personnel will increase the systematic approach to providing scaffolded support 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 and benchmarks in Reading and Math. Thornebrooke Elementary will also provide job-embedded, collaborative, and teacher-driven professional development to implement best practices for inclusive education, including instruction and assessment for all SWDs based on the BEST Standards.
Rationale for Evidence-based Strategy:	Scaffolded supports and differentiated instruction provide temporary assistance to students so they may successfully complete tasks at greater levels of independence, with a high rate of success. Teachers will select effective visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	to learning tasks; use them flexibly; evaluate their effectiveness, and gradually remove them once they are no longer needed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional personnel will receive and conduct professional development regarding effective classroom management and instructional decision-making to offer differentiated and scaffolded opportunities for SWD.

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

Instructional personnel who have Students with Disabilities not meeting grade-level proficiency will receive additional coaching support on scaffolding and differentiated instructional strategies for whole and small group instruction.

Person Responsible	Valerie Kirkland (valerie.kirkland@ocps.net)

Weekly meetings will occur for members of the ESE department, to disaggregate and monitor the learning levels and gains of Students with Disabilities. The data will drive decision-making for tutoring and intervention groupings. These meetings will occur for the duration of the year, leading up to all FAST progress monitoring assessments.

Person Responsible	Karen Nielsen (karen.nielsen@ocps.net)

#2. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data collected from the 2022 Panorama Survey indicated teachers have a strong sense of efficacy as part of the larger organization. With this as the foundation, one area of focus for SY 2022-2023 is to build leadership capacity amongst staff, both inside and outside of the classroom. This will include teachers as leaders within PLC teams, providing professional development to faculty, and participating in training and educational opportunities to acquire the necessary credentials to serve in leadership roles within and outside the classroom within three to five years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable and expected outcome will involve moving from school improvement only to sustained leadership capacity via Transformational Leadership within 3-5 years. Through the development of teachers as leaders, student achievement will be affected as PLC structures will be strengthened through the empowerment and ownership of progress monitoring data. Anticipated student proficiency levels will increase by 5% for all subgroups as a result of this action plan.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Emerging leaders will meet with the administration monthly to discuss personal growth and the impact on the organization. Emerging-leader skills that will be monitored include decision-making, relationship building, coaching and mentoring, communication, and personal productivity.
Person responsible for monitoring outcome:	Korey Bawden (korey.bawden@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy will include elements of the Transformational Leadership model. Members of the succession-planning cohort will receive training on how to impact the organization through trusted collaboration and articulate the unified vision of school leadership through inspiration and motivation. The cohort will consist of six grade-level team leads, the instructional coach, and the MTSS coordinator. These individuals comprise 20% of the schools' instructional personnel.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	The rationale for selecting this Area of Focus is to ensure the longevity of the school's academic success and positive culture and environment.

criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action steps include:
The identification of emerging leaders
Strategically-planned opportunities for staff to articulate the school vision to large groups of stakeholders
Monthly meetings and leadership training opportunities
Monitoring of effectiveness via staff surveys
Monitoring of cohort completion of additional educational and training requirements

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Thornebrooke Elementary maintains high levels of visibility in the community and is respected for providing educational opportunities for students in a safe, academically supportive, and inclusive environment. The vision of leadership is to inspire learning amongst students by establishing and enforcing school-wide expectations, celebrating the uniqueness of the student population, and educating students on how to have positive and enriching interactions with others. Opportunities for students include after-school programs, Barracuda Buddies, Odyssey of the Mind, Girls on Track, Boys on the Run, Dance Team, Art Club, Chess Club, and safety patrols. On the most recent Panorama Survey, 88% of Thornebrooke families indicated they believe the school has a positive and welcoming environment.

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

Thornebrooke Elementary provides extensive opportunities for stakeholders to partner with school staff to develop and promote a positive and inclusive school culture. This partnership includes families, citizens of the community, members of the School Advisory Council and Parent Teacher Organizations, ADDitions approved volunteers, and business partners. Each of these stakeholder groups help to promote a positive environment through collaboration in decision-making, sponsoring family-based events and activities on campus, assisting directly in the classroom to provide supports for educators, volunteering for field trips, and providing financial supports through fund raising to purchase much-needed items to further enhance the learning opportunities for students. The PTO is active in promoting community events, such as the Spring Fair, that annually welcomes thousands of community members to our campus for an evening of laughter and fun. The fundamental framework for this collaboration is embedded in opportunities for families

to visit the school and to also provide input to school leadership by participating in the Panoramic Family Survey.