

Orange County Public Schools

Thornebrooke Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Thornebrooke Elementary

601 THORNEBROOKE DR, Ocoee, FL 34761

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bawden, Korey	Principal	<p>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 Other duties as assigned by the Principal Leader</p>
Adkins, Joshua	Assistant Principal	<p>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</p>
Kirkland, Valerie	ELL Compliance Specialist	<p>ELL Compliance Discipline 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</p>

Name	Position Title	Job Duties and Responsibilities
		Organize Translation support as needed SERT Team member
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
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 Monitor and support Youth Mental Health First Aid 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

Name	Position Title	Job Duties and Responsibilities
		Technology back-up and technology staff trainer Fixed Assets Property Manager Teach-In SERT Team member Other duties as assigned by the principal
Williams, Michele	Instructional Coach	Principal's designee in the absence of the principal and Asst. Principal 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 SERT Team member Team PLC Support Supervision and lunch duty Other duties as assigned by the Principal
Giufre, Jennifer	Curriculum Resource Teacher	Testing Coordinator for FAST and FSAA. MTSS Coordinator Data collection and analysis Provide assistance to teachers in the areas of curriculum, instruction and assessment SERT Team Member Supervision and lunch duty Professional Development Other duties as assigned by the Principal

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team and team leaders met to develop the School Improvement Plan goals for the upcoming school year. The school data was also presented to the School Advisory Council for their input. This input was used to create the SIP goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Throughout the year we will be collecting data and analyzing it at monthly data reviews. We will present this data at our School Advisory Council Meetings and team meetings for feedback. We will utilize the data to determine what is working and what is not working. If we are not seeing improvements we will look for the root causes and adjust our strategies to meet the needs of our students.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	9	16	16	8	12	15	0	0	0	76	
One or more suspensions	0	2	0	1	0	1	0	0	0	4	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	17	14	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	0	15	13	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	11	7	17	0	0	0	0	41	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	4	19	11	0	0	0	39

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	6	2	7	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	1	0	0	0	1	
Course failure in Math	0	0	0	0	1	1	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	3	2	6	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	5	1	3	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	2	6	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		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	2	7	0	0	0	15

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	6	2	7	0	0	0	15	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	1	0	0	0	1	
Course failure in Math	0	0	0	0	1	1	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	3	2	6	0	0	0	11	
Level 1 on statewide Math assessment	0	0	0	5	1	3	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	2	6	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		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	2	7	0	0	0	15

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	57	53	80	56	56	80		
ELA Learning Gains				76			68		
ELA Lowest 25th Percentile				61			50		
Math Achievement*	82	60	59	83	46	50	81		
Math Learning Gains				81			65		
Math Lowest 25th Percentile				76			59		
Science Achievement*	85	63	54	78	61	59	83		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	71	59	59	75			69		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	74			
AMI				
ASN	89			
BLK	67			
HSP	70			
MUL	69			
PAC				
WHT	83			
FRL	67			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	70			
AMI				
ASN	77			
BLK	79			
HSP	65			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	80			
FRL	71			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			82			85					71
SWD	38			45			50				4	
ELL	65			80			80				4	71
AMI												
ASN	85			96			86				3	
BLK	65			69			60				4	
HSP	70			73			88				5	65
MUL	69			69							3	
PAC												
WHT	81			88			91				4	
FRL	66			69			78				5	64

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	80	76	61	83	81	76	78					75
SWD	37	52	45	47	57		14					
ELL	62	85		62	85		50					75
AMI												
ASN	81	75		88	70		70					

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	74	74		74	83	90	80					
HSP	64	68	60	66	76	64	50					71
MUL												
PAC												
WHT	86	78	59	90	85	76	86					
FRL	68	71	68	65	82	79	69					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	80	68	50	81	65	59	83					69
SWD	36	46		50	46		36					
ELL	57			71								69
AMI												
ASN	76	67		85	50		79					
BLK	73	67		75	83		79					
HSP	70	48	40	62	36	30	77					67
MUL	91			91								
PAC												
WHT	87	78		90	78	80	90					
FRL	63	55	42	65	59	60	71					56

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	87%	54%	33%	54%	33%
04	2023 - Spring	81%	60%	21%	58%	23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	52%	13%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
03	2023 - Spring	81%	59%	22%	59%	22%
04	2023 - Spring	82%	62%	20%	61%	21%
05	2023 - Spring	85%	55%	30%	55%	30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	87%	59%	28%	51%	36%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2022-2023 FAST PM3, 3rd grade ELA showed the lowest performance. 65% of students were proficient at the end of the school year. The contributing factors were a lack of common planning and the ability of teachers to monitor and adjust instruction as needed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from the prior year was 3rd grade ELA. The contributing factors were a lack of common planning and the ability of teachers to monitor and adjust instruction as needed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2022-2023 FAST assessments each of our categories were above the state average. During the 2022-2023 school year, the school utilized the Professional Learning Community structure with common planning. During these meetings we would review assessment data to make instructional decisions to best meet the needs of the students. We also utilized small group instruction that focused on differentiated instruction within all core content areas.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the 2022-2023 school data, 5th-grade science showed the most improvement. The achievement scores increased from 78% to 87%. Each teacher spent time covering the Big Ideas and ensuring that all students had an understanding of the science curriculum. We focussed science instruction on students who were at proficiency in ELA and utilized science-based texts for students who were still working towards proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the 2022-2023 EWS data, one area of concern is student attendance below 90%. There were 76 students who were in school less than 90% of the school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increasing 4th-grade ELA proficiency based on the prior year's 3rd-grade proficiency.
Increase 3rd-grade ELA proficiency through common planning and monitoring effective instruction.
Increasing attendance at Thornebrooke Elementary School in all grade levels.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 FAST progress monitoring assessments, our 3rd-grade ELA students were at 69% proficiency compared to the school average of 80%. Based on this data, we will need to focus on current 4th-grade students and incoming 3rd-grade students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Current 4th-grade students will see their ELA proficiency go from 69% to 79% for the 2023-2024 school year on the Florida Assessment of Student Thinking (FAST). Incoming 3rd-grade students will see their end-of-year proficiency be at 80% on the Florida Assessment of Student Thinking (FAST).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor for the desired outcome by conducting classroom observation during the 3rd and 4th-grade ELA block to ensure small group structures and instructional monitoring are occurring. We will conduct lesson plan checks for specific planning, noting scaffolding, differentiating, and monitoring strategies being implemented. There will be structured time for common planning with each grade level following the Professional Learning Community model. We will also utilize the grade-level tracking tool to monitor common assessment data.

Person responsible for monitoring outcome:

Korey Bawden (korey.bawden@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will effectively implement differentiated small-group reading instruction based on multiple sources of data during their ELA block. Targeted scaffolding support will target emerging readers and students working towards proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction ensures that each student is receiving the appropriate instruction as they continue to work towards proficiency. The common planning will assist the teachers in creating the best differentiated instructional practices and monitor it's effectiveness.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide monthly structured Professional Learning Community time and common planning for the 3rd and 4th-grade classroom teachers to discuss effective differentiation and monitoring strategies.

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

By When: Weekly throughout the 2023-2024 school year.

Provide professional development through the instructional coach on best practices for small group ELA instruction.

Person Responsible: Michele Williams (michele.williams@ocps.net)

By When: September 2023

Conduct classroom walkthroughs to monitor small group differentiated instruction within the 3rd and 4th-grade classrooms and provide feedback as needed.

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

By When: Monthly throughout the 2023-2024 school year.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus for positive culture and environment is our early warning system. We had an increase of students absent for 10% or more days. In 2021-2022, there with 15 students absent 10% or more and in 2022-2023 there were 76 total students absent 10% or more.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, Thornebrooke Elementary School will decrease the number of students absent 10% or more from 76 to 35.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Thornebrooke Elementary School will implement an attendance team. The team will consist of Assistant Principal Adkins, the school counselor, the registrar, and the social worker. The team will meet monthly to monitor attendance. The team will put attendance plans in place and work with the families of students who are showing significant absences.

Person responsible for monitoring outcome:

Joshua Adkins (joshua.adkins@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Interventions and Supports (PBIS) is an evidence-based strategy that has been proven effective in reducing absenteeism and promoting a positive school environment in elementary schools. PBIS will be used to build a positive school climate, recognize and reward students for good attendance and other positive behaviors, involve the family, and use data to create targeted interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavior Intervention System (PBIS) addresses absenteeism by creating a positive and supportive school environment that motivates students to attend regularly. When students feel valued, engaged, and safe at school, they are more likely to attend consistently.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct initial attendance team meeting to look at prior year data and implement support systems for the 2023-2024 school year.

Person Responsible: Joshua Adkins (joshua.adkins@ocps.net)

By When: This will be completed by September 2023.

Conduct monthly attendance meetings to review current data trends and implement support systems for the students and their families.

Person Responsible: Joshua Adkins (joshua.adkins@ocps.net)

By When: Monthly throughout the 2023-2024 school year.

Coordinate the school-wide Positive Behavior System to incorporate attendance and targeted interventions.

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

By When: August 2023

Teachers will analyze student performance on common assessments and discuss proficiency data during monthly data meetings.

Person Responsible: Michele Williams (michele.williams@ocps.net)

By When: Monthly throughout the 2023-2024 school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No