

Clay County Schools

Thunderbolt Elementary School



2022-23 Schoolwide Improvement Plan

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Thunderbolt Elementary School

2020 THUNDERBOLT RD, Fleming Island, FL 32003

<http://tbe.oneclay.net>

Demographics

Principal: Amy Bathurst

Start Date for this Principal: 9/17/2022

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-6 |
| 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) | 37% |
| 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 (69%) 2018-19: A (73%) 2017-18: A (75%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| 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 is pending approval by the Clay 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Thunderbolt Elementary School

2020 THUNDERBOLT RD, Fleming Island, FL 32003

<http://tbe.oneclay.net>

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-6 | No | 37% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 36% |

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission statement of Thunderbolt Elementary is to provide a safe academic environment in which children and staff are encouraged to strive for excellence in scholarship and sociability while showing respect for self and others.

Provide the school's vision statement.

Thunderbolt Elementary prepares life-long learners to attain academic and applicable life skills that lead to success in a global and competitive workplace.

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 |
|-----------|----------------|---|
| Vann, Amy | Principal | <ul style="list-style-type: none"> -Ensure compliance with established rules, and laws in the daily operation of the school. -Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. -Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. -Coordinate school advisory council activities and implement a school improvement plan. -Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. -Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. -Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. -Responsible for effective business management operations, the development of a school budget and efficient cost accounting. -Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct. -Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. -Coordinate supervision of extra-curricular activities and duty assignments. -Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc. -Responsible for implementing programs designed to meet the needs of special student populations -Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. -Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. -Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. -Serve on district-wide committees when requested. -Responsible for the development and implementation of a school technology plan. -Responsible for the performance of all personnel employed by the School Board and assigned to the school site. -Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. -Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. -Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida -Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| Finely, Tracey | Assistant Principal | <ul style="list-style-type: none"> -Communicate effectively, both orally and in writing, with parents, staff, students, and the community. -Maintain visibility and accessibility on the school campus. -Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification. -Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. -Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position. |
| | | <ul style="list-style-type: none"> -Ensure compliance with established rules, and laws in the daily operation of the school. -Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. -Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. -Coordinate school advisory council activities and implement a school improvement plan. -Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. -Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. -Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. -Responsible for effective business management operations, the development of a school budget and efficient cost accounting. -Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct. -Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. -Coordinate supervision of extra-curricular activities and duty assignments. -Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc. -Responsible for implementing programs designed to meet the needs of special student populations -Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. -Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. -Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Miller, Jeffrey | Assistant Principal | <ul style="list-style-type: none"> -Serve on district-wide committees when requested. -Responsible for the development and implementation of a school technology plan. -Responsible for the performance of all personnel employed by the School Board and assigned to the school site. -Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. -Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. -Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida -Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement. -Communicate effectively, both orally and in writing, with parents, staff, students, and the community. -Maintain visibility and accessibility on the school campus. -Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification. -Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. -Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position. |
| | | <ul style="list-style-type: none"> -Ensure compliance with established rules, and laws in the daily operation of the school. -Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. -Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. -Coordinate school advisory council activities and implement a school improvement plan. -Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. -Responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. -Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. -Responsible for effective business management operations, the development of a school budget and efficient cost accounting. -Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County District Schools Code of Student Conduct. -Responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|------------------|---|
| | | <p>contracts.</p> <ul style="list-style-type: none"> -Coordinate supervision of extra-curricular activities and duty assignments. -Provide a safe learning environment through the preparation and implementation of emergency evacuation plans, fire drills, etc. -Responsible for implementing programs designed to meet the needs of special student populations -Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. -Responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. -Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. -Serve on district-wide committees when requested. -Responsible for the development and implementation of a school technology plan. -Responsible for the performance of all personnel employed by the School Board and assigned to the school site. -Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. -Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. -Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida -Comprehensive Assessment Test, and other tests designed and adopted to measure student achievement. -Communicate effectively, both orally and in writing, with parents, staff, students, and the community. -Maintain visibility and accessibility on the school campus. -Serve as coach/mentor to Assistant Principals, new Principals, or others who are preparing for School Principal certification. -Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. -Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position. |
| Bell, Shelley | School Counselor | <ul style="list-style-type: none"> -Designs and implements a data-driven, comprehensive school counseling program for all students that promote students' development of learning skills, social skills, self-management, and college/career readiness skills. -Provides direct services to all students that include, but not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services. -Provides indirect services on behalf of students that include, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student. -Uses the skills of leadership, advocacy, and collaboration to improve the academic, social/emotional, and post-graduate success of all students. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|------------------|--|
| Palmore, Angela | School Counselor | <ul style="list-style-type: none"> -Supports educational and mental health services through preventative and tiered intervention strategies. -Coordinate and initiate referrals of students to services and agencies. Collaborates with both school-based and community providers to enhance student access to resources. -Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students. -Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options. -Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students. -Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students. -Participates in training programs and district-provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. -This information is disseminated to school leaders and staff as needed. -Communicates school counseling services and programs to school staff, parents, and the community. -Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access. -Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies. -Utilizes technology effectively and efficiently in the school counseling program. -Perform other such duties as assigned by the Principal. |
| | | <ul style="list-style-type: none"> -Designs and implements a data-driven, comprehensive school counseling program for all students that promote students' development of learning skills, social skills, self-management, and college/career readiness skills. -Provides direct services to all students that include, but not limited to, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services. -Provides indirect services on behalf of students that include, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, and success for every student. -Uses the skills of leadership, advocacy and collaboration to improve the academic, social/emotional, and post-graduate success of all students. -Supports educational and mental health services through preventative and tiered intervention strategies. -Coordinate and initiate referrals of students to services and agencies. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>Collaborates with both school based and community providers to enhance student access to resources.</p> <ul style="list-style-type: none"> -Collaborates and consults with school and itinerant staff and exceptional student services in the analysis of student performance data to facilitate appropriate placements and in the development of effective plans for improving academic, social/emotional, and post-graduate outcomes for students. -Assists students in making appropriate choices of school courses of study, in making transitions from one school level to another, and in exploring post-secondary options. -Consults with parents/guardians to support the social/emotional, educational, and occupational well-being of all students. -Collaborates with the school leadership team to ensure that school resources are directed toward meeting students' needs that promote the social/emotional and academic development of all students. -Participates in training programs and district provided professional development as assigned or appropriate to keep abreast of current practices, community opportunities, district initiatives and programs, and legal issues. --This information is disseminated to school leaders and staff as needed. -Communicates school counseling services and programs to school staff, parents, and community. -Reviews and disaggregates achievement, attendance, behavior, graduation, and post-secondary data to identify and implement interventions, advance student outcomes, and promote equity and access. -Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including district and building policies. -Utilizes technology effectively and efficiently in the school counseling program. -Perform other such duties as assigned by the Principal. |

Demographic Information

Principal start date

Saturday 9/17/2022, Amy Bathurst

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.*

7

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.*

15

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

894

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

9

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

8

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 | 121 | 123 | 133 | 112 | 146 | 125 | 132 | 0 | 0 | 0 | 0 | 0 | 0 | 892 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 12 | 12 | 9 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 7 | 17 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Number of students with a substantial reading deficiency | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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

Saturday 9/17/2022

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 | 104 | 126 | 98 | 145 | 122 | 122 | 148 | 0 | 0 | 0 | 0 | 0 | 0 | 865 |
| Attendance below 90 percent | 23 | 40 | 16 | 27 | 36 | 28 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 208 |
| One or more suspensions | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Number of students with a substantial reading deficiency | 0 | 0 | 6 | 6 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| | 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 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 | 1 | 0 | 3 | 3 | 4 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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 | 104 | 126 | 98 | 145 | 122 | 122 | 148 | 0 | 0 | 0 | 0 | 0 | 0 | 865 |
| Attendance below 90 percent | 23 | 40 | 16 | 27 | 36 | 28 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 208 |
| One or more suspensions | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 12 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Number of students with a substantial reading deficiency | 0 | 0 | 6 | 6 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| | 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 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 | 1 | 0 | 3 | 3 | 4 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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 | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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 | 73% | 63% | 56% | | | | 82% | 65% | 57% |
| ELA Learning Gains | 66% | | | | | | 72% | 62% | 58% |
| ELA Lowest 25th Percentile | 53% | | | | | | 59% | 54% | 53% |
| Math Achievement | 79% | 51% | 50% | | | | 82% | 70% | 63% |
| Math Learning Gains | 75% | | | | | | 72% | 66% | 62% |
| Math Lowest 25th Percentile | 65% | | | | | | 67% | 56% | 51% |
| Science Achievement | 72% | 69% | 59% | | | | 80% | 65% | 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 | 85% | 68% | 17% | 58% | 27% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 74% | 64% | 10% | 58% | 16% |
| Cohort Comparison | | -85% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 81% | 62% | 19% | 56% | 25% |
| Cohort Comparison | | -74% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 84% | 64% | 20% | 54% | 30% |
| Cohort Comparison | | -81% | | | | |

| 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 | 83% | 71% | 12% | 62% | 21% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 74% | 69% | 5% | 64% | 10% |
| Cohort Comparison | | -83% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 81% | 64% | 17% | 60% | 21% |
| Cohort Comparison | | -74% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 82% | 70% | 12% | 55% | 27% |
| Cohort Comparison | | -81% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 77% | 63% | 14% | 53% | 24% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -77% | | | | |

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 | 55 | 51 | 41 | 59 | 61 | 59 | 48 | | | | |
| ELL | 61 | 57 | | 83 | 71 | | | | | | |
| ASN | 68 | 69 | | 91 | 85 | | | | | | |
| BLK | 61 | 54 | 48 | 67 | 68 | 52 | | | | | |
| HSP | 68 | 62 | 64 | 74 | 85 | 93 | 61 | | | | |
| MUL | 82 | 75 | | 71 | 75 | | | | | | |
| WHT | 77 | 68 | 52 | 82 | 74 | 62 | 78 | | | | |
| FRL | 64 | 59 | 60 | 66 | 71 | 67 | 45 | | | | |
| 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 | 52 | 58 | 50 | 60 | 57 | 48 | 56 | | | | |
| ELL | 53 | | | 71 | | | | | | | |
| ASN | 88 | | | 94 | | | | | | | |
| BLK | 47 | 58 | 38 | 50 | 50 | 36 | 41 | | | | |
| HSP | 67 | 61 | 45 | 67 | 75 | | 57 | | | | |
| MUL | 70 | 91 | | 65 | 73 | | | | | | |
| WHT | 76 | 68 | 63 | 80 | 66 | 57 | 78 | | | | |
| FRL | 67 | 57 | 45 | 63 | 59 | 59 | 42 | | | | |
| 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 | 65 | 55 | 41 | 74 | 79 | 80 | 66 | | | | |
| ELL | 42 | 53 | 42 | 55 | 59 | 50 | | | | | |
| ASN | 88 | 67 | | 92 | 89 | | | | | | |
| BLK | 77 | 75 | | 74 | 66 | | 67 | | | | |
| HSP | 69 | 63 | 60 | 72 | 63 | 53 | 74 | | | | |
| MUL | 83 | 69 | | 83 | 69 | | | | | | |
| WHT | 85 | 74 | 61 | 84 | 73 | 69 | 86 | | | | |
| FRL | 74 | 70 | 56 | 76 | 74 | 71 | 65 | | | | |

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 | 68 |
| 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 | 60 |
| Total Points Earned for the Federal Index | 543 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 53 |
| 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 | 66 |
| 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 | 78 |
| 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 | 58 |
| 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 | 72 |
| 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 | 76 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 70 |
| 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 | 62 |
| 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?

The first trend is in ELA where Students With Disabilities in grades 3 through 6 have a 24 percent gap below Students Without Disabilities.

Another trend is in Math where Students With Disabilities in grades 3 through 6 have a 24 percent gap below Students Without Disabilities.

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

The greatest need for improvement is with our Students With Disabilities in ELA. The data components that support this need is the 2022 Florida State Assessment and the 2021 Florida State Assessment.

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

During the 21-22 school year, administrators and inclusion teachers met with Florida Inclusion Network to help ensure that differentiated, small-group instruction was being facilitated by all TBE teachers. On the 21-22 FSA, TBE Students with Disabilities closed the gap from a 27 percentage gap to a 24 percentage gap. Thunderbolt has added a fifth Inclusion teacher and we will continue to address this area of need by ensuring differentiated, small-group instruction is being well-planned and facilitated with fidelity by all teachers.

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

The data components that showed the most improvement were all students with Disabilities in both ELA and Math.

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

A contributing factor would be the consultation with the Florida Inclusion Network on working in small groups with Students With Disabilities. Another contributing factor would be classroom walkthroughs and resulting administrative feedback and conversations with the teachers.

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

Strategies that will need to be implemented in order to accelerate learning with our SWDs:

- streamline curriculum while continuing to focus on the BEST standards for ELA
- customize small group instruction by both the inclusion teacher and the general education teacher
- Adding another Inclusion teacher for the 2022-23 school year in order to increase the amount of small group instruction time
- Scheduling is adjusted to provide common planning time for inclusion and general education teacher

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.

Thunderbolt administrators, Inclusion teachers and General Education teachers are working with the Florida Inclusion Network to provide ongoing training throughout the school year in UDL (Universal Designed Learning) for both Students with Disabilities and Students without Disabilities. We are also participating in professional learning communities where the gen ed teacher and the inclusion teacher can plan effective strategies for closing the learning gaps for Students with Disabilities.

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

We are continuing to conduct classroom walkthroughs at Thunderbolt Elementary. During the walkthroughs, our school district has identified specific indicators that when implemented effectively in the classroom, results in academic gains.

We will also continue implementing updated multi-tier systems of support to assist teachers with closing gaps in ELA.

Our district reading department has implemented very specific assessments for students with significant reading deficiencies. Once the assessments have been conducted, we then use a decision tree to decide which intervention tool will be utilized. Our district reading department has also implemented

screeners to use prior to the intervention materials so teachers know exactly the specific intervention that is needed for the child.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.

An area of focus will be instructional practices in ELA for our students with disabilities in grades 3-6. This area of focus is based on our 2022 Florida State Assessment data.

Measurable Outcome:

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

The measurable outcome in grades 3-6 will be based on Lexia scores and our goal is for 55% of students to be "On Target".

Monitoring:

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

Our area of focus will be monitored through administrator classroom walkthroughs, monitoring Lexia data usage for grades 3-6, quarterly data chats and classroom walkthroughs with our district curriculum coaches.

Person responsible for monitoring outcome:

Amy Vann (amy.vann@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based instruction utilizing SAVVAS curriculum materials, small group instruction based on specific student needs, Lexia Core5 for grades 3-5 and Lexia PowerUp for 6th grade.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our chosen practices and curriculums have strong evidence-based data to improve student achievement.

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

An area of focus is instructional practices in Math for our students with disabilities in grades 5-6. This area of focus is based on our 21-22 iReady Diagnostic data and our 2022 Math FSA data.

Measurable Outcome:

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

The measurable outcome for 5th and 6th grades will be based on D3 iReady data. Our goal for both 5th and 6th grade SWDs is to improve by 4% as compared to D3 21-22 school year.

Monitoring:

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

Our area of focus will be monitored through administrator classroom walkthroughs, monitoring iReady data, our quarterly data chats and classroom walks conducted with district curriculum coaches.

Person responsible for monitoring outcome:

Jeffrey Miller (jeffrey.miller@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards-based instruction utilizing Eureka Math for 5th grade and Math Reveal for 6th grade, iReady usage and small group instruction based on specific student needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our chosen practices and curriculums have strong evidence-based data to improve student achievement.

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

An area of focus is instructional practices relating to student engagement in school, specifically focusing on positive peer relations. This area was identified from the result of our 21-22 school climate survey.

Measurable Outcome:

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

The measurable outcome in the area of positive peer relations will be to increase by 5% on the 22-23 school climate survey.

Monitoring:

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

Our area of focus will be monitored through guidance lessons with the 7 Mindsets as well as student discussions that result from the lessons.

Person responsible for monitoring outcome:

Tracey Finley (tracey.finley@myoneclay.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The 7 Mindsets is a curriculum centered on Bloom's Taxonomy and aligned to 10 social and emotional learning competencies. The 7 Mindsets is made up of 6 courses that inspire and empower elementary students. The 6 courses have 28 learning objectives that incorporate student interaction and participation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The 7 Mindsets is based on positive psychology and the curriculum is developed to prevent the need for intervention in the future. The curriculum is provided by our school district and our guidance counselors facilitate the majority of the lessons. Classroom teachers facilitate lessons also.

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.

No action steps were entered for this area of focus

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.

Thunderbolt Elementary builds a positive school culture through:

- Regular theme-based treats for all staff facilitated by the administrative team
- The administration team makes it a priority to be available for all staff members to problem-solve, support and listen
- The administrative team makes it a priority to quickly address behavior concerns and ensure a positive learning environment for staff and students.
- The Thunderbolt PFA works to raise funds to support teacher request and support academics in many ways.
- The Thunderbolt PFA has established relationships with local business partners that financially support teacher and school-wide requests.
- Thunderbolt has the SOAR Shout Out program identifying students that exemplify the TBE SOAR guidelines for success.

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

The administration team promotes positive school culture by providing the staff with themed-based treats. The administration team makes it a priority to be available for all staff members to problem-solve, support and listen

The administrative team makes it a priority to quickly address behavior concerns and ensure a positive learning environment for staff and students.

The Thunderbolt PFA works to raise funds to support teacher request and support academics in many ways.

The Thunderbolt PFA has established relationships with local business partners that financially support teacher and school-wide requests.

Thunderbolt has the SOAR Shout Out program identifying students that exemplify the TBE SOAR guidelines for success.

The Thunderbolt staff and community provide Thanksgiving baskets and Christmas presents to families in need.