

Lake County Schools

Treadway Elementary School



2015-16 School Improvement Plan

Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

<http://lake.k12.fl.us/twe>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will do whatever it takes to ensure our students' success as learners today and in the future to be college and career ready.

Provide the school's vision statement

Treadway Elementary School believes in growth for all students. We do this by developing the academic skills, habits of mind, and character traits necessary to complete the next step in their educational journey.

School Environment

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

Treadway Elementary School builds relationships between teachers and students prior to the first day of school by holding Meet the Teacher. Families are invited back for a variety of academic and non-academic family nights that offer parents and staff a chance to engage and build relationships. Interaction between the family and school provide opportunities to gain knowledge about the cultures represented throughout the school. Teachers review cumulative student folders with Guidance Counselors to gain a deeper understanding of student cultures. At the beginning of the year, teachers collect information about students by engaging in getting to know you activities and questionnaires. Teachers use this information to make connections with students both academically and socially.

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

Students are greeted by one of the two administrators and welcomed on campus with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. Should a classroom disruption arise in which the teacher needs assistance, the teacher contacts an administrator, and a member of the leadership team responds quickly. Students are treated with respect and given an opportunity to correct their behavior and return to the classroom when appropriate.

A Bullying Proof Your School program has been implemented to educate the students to take a stand against bullying. This program assists students in feeling safe in school. Omega Man, an anti-bullying assembly, is scheduled for Pre K-5th grade students within the first two weeks of school. The Positive Behavior Support program is implemented at Treadway. This program promotes positive behavior and respect for others throughout our campus. There will be an anonymous reporting box placed in the hallway of the front office. Students will be advised of the placement of this box on the morning announcements and by their teachers. Morning announcements will include reminders to promote strategies and about the anonymous reporting box. On the specials rotation, third grade students will have Third Grade Experience, where they will receive guidance lessons on peer conflict resolutions. The dismissal of students is monitored and supervised by adults to guarantee student safety and to make sure students are at the appropriate dismissal area. ELC is also available before and after school.

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

Treadway Elementary School has implemented the Positive Behavior Support (PBS) Model school-wide. We have universal expectations that are posted and highly visible around our school campus. All faculty, staff, and students understand these expectations. Positive behavior is rewarded through "Bearbehavior" Tickets and Bear Bucks that students can redeem at the school store. Through this system, we can track positive behavior exhibited across our campus.

Teachers implement their classroom rules, expectations, and consequences. If a student becomes disruptive to a point that warrants removal, the teacher contacts administration, and a member of the school leadership teams responds to the classroom immediately. For lower level behaviors, the teachers document behaviors on an infraction report and contact parents, as part of the PBS program. Once the infraction report is full, four infractions of the same nature, the teacher will complete a discipline referral for an administrator to address.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

When necessary, teachers write a guidance referral for students who have specific social-emotional-behavioral needs. The guidance counselor provides support for the student and seeks additional help when needed. Treadway Elementary also has a mentoring program between faculty and students called "Bear Buddies." This year Treadway is implementing a mentoring program between the community and our students called "PEACE." Both of these programs will assist with academics, self-esteem, and social behavior. In an effort to support our students in need, we also have the "TEACH" program where we collect food and distribute it weekly to Treadway families. Also, guidance and administration works with the school's social worker to provide support for parents of students when appropriate. Treadway offers tutoring for students who are in need. Some of our programs include K-Kids, Terrific Kids, Student of the Month, Chorus, Families in Transition, and Safety Patrols.

Early Warning Systems

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

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

Treadway Elementary School uses Early Warning System indicators to identify students who may fall into the following categories:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- *One or more suspensions, whether in school or out of school.
- *Course failure in English Language Arts or Mathematics.
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	15	14	14	18	11	94
One or more suspensions	1	2	0	3	3	1	10
Course failure in ELA or Math	10	8	3	5	8	1	35
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	3	2	1	3	2	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our MTSS (Multi-tiered System of Support) is designed to assist all students. Attendance below 90 percent: Guidance department tracks attendance and work collaboratively with social worker to provide assistance for parents. A check in and check out system to encourage attendance with the guidance counselor is established and tracked. Incentives: perfect attendance celebration. Positive Behavior System is used within the school. Students with one or more suspensions are referred to guidance, where counselors work to build a rapport with students. Behavior is tracked and incentives from the PBS school store are given to encourage positive behavior. Students who have failed a ELA or Math courses are offered before or after school tutoring. Their academic performance is tracked through data chats and the MTSS process.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Treadway Elementary School works at building positive relationships with families and keeping parents informed of their child's progress by keeping parents notified of important events, meetings, and activity nights through the School Messenger Call-Out System, student agendas, daily student folders, monthly school newsletters, and our school webpage. Treadway hosts a variety of parent involvement activities which include:

Meet the Teacher- All parents and students Pre-K-5th grade are invited to meet their teacher and visit their classroom for the upcoming school year.

Open House- All parents Pre K-5th grade are invited to visit their child's classroom where the teacher will share information on the Florida Standards, curriculum materials, behavior expectations, and promotion requirements. Administration, Literacy Coach, Curriculum Resource Teacher, and

Guidance Counselors will be available for parents who have concerns or questions.
Curriculum Nights- Throughout the year, parents are invited to attend Curriculum Nights, where they will learn more about the Florida Standards and how to support their child's education at home.
Volunteer Orientation Evening- Parents and Volunteers who want to work as a Level 1 or 2 volunteer will attend a training to learn about volunteer opportunities at Treadway Elementary School.
Report Card Night- All parents of K-5 students are invited to come to conference with their child's teacher in regards to progress with the Florida Standards and any behavior issues the child may be experiencing. Teachers will share with parents ways they can help their child at home.
Student of the Month assemblies held monthly for K-5 students.
Honor Roll Assemblies held at the end of the nine weeks for grades 2-5.
Family Literacy Night- All families Pre-K-5 are invited to a night of activities designed to help students achieve higher levels in their reading skills.
AR Nights- All parents of K-5 students are invited to the Treadway Learning Commons to read Accelerated Reader books and have access to the Treadway Reading Lab to take AR quizzes.
Family STEM Night & Science Fair- All families Pre-K-5 are invited to attend an engaging night of Science, Technology, Engineering, and Math activities.
Family Involvement Activities such as: Dads at School Breakfast, Muffins for Mom Breakfast, and Grandparent Appreciation Day
Treadway's Got Talent
Disability Awareness Week and Poster Contest
PTO- All parents are invited to attend and join the Parent Teacher Organization.
SAC- All parents are invited to attend the School Advisory Council meetings which are held once a month to share information about our school, the School Improvement Plan, and student achievement.
Parents are invited to participate in the ESE Annual Parent Survey and the Annual Parent Climate Survey.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Treadway Elementary builds and sustains partnerships with the local community and its members in a number of different ways. Treadway networks to collaborate with local businesses through attendance at monthly Leesburg Chamber of Commerce Breakfasts. School driven community groups such as SAC and Parent Teacher Organization(PTO) support students by coordinating school events, fundraising, and donating incentives. Local businesses and community groups also support Treadway with financial donations for materials and supplies and volunteering their time to work with our students with literacy and STEM initiatives.

Volunteers from local high schools and colleges are encouraged to help on campus and in classrooms. Parents of students actively volunteer at Treadway, as well.

Treadway is actively working on acquiring a grant and monetary donations from local and state business partners to fund a Smart Lab, which will revolutionize how students interact with digital media and STEM projects at our school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Christidis, Cindy	Principal
Neal, Lori	Assistant Principal
Brown, Dawn	Other
Bass, Shannon	Instructional Coach

Duties

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

Principal: Administers the coordination and management of the school campus and academic activities. The principal's responsibilities include developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The principal is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such coordination with Schools Board goals and initiatives.

Assistant Principal: Assists in the administration, coordination and management of all elementary school campus and academic activities. Assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Also, by providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.

Curriculum Resource Teacher and Literacy Coach: Uses expertise to assist teachers in implementing curriculum needs during PLC/Collaborative Plan Time. Provide information on any curriculum questions or concerns. Assist in the coordination and implementation of Florida Standards and the delivery of best practices aligned to supporting all students. Provide leadership in data analysis, curriculum development, and instructional strategies. Serve as part of the MTSS team.

Guidance Counselors: Assist students with self-esteem, motivation, and social skills. Serves as problem-solving team chair. Coordinates team meetings and notifies members of dates and times. Administers screening tests and reports findings. Consults with teachers regarding implementation intervention and data collection. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Also, provide support and encouragement with academics and attendance. Serve as part of the MTSS team.

ESE Specialist: Serves as representative at staffings and Individual Education Plan (IEP) meetings. Assists with meeting needs of ESE students with support facilitation for inclusion classrooms and resource opportunities for those students that need extra support.

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

The Leadership Team, which meets weekly to discuss academic progress, instructional needs, resources, assessments and progress monitoring. Adjustments to core instruction may be made based upon data according to the FCIM Model. Classroom visits provide opportunities to identify gaps in performance and plan for improvement.

The Curriculum Resource Teacher, Literacy Coach, and Grade Level Teams/Departments will meet twice a week to plan for instruction using the FCIM model, Florida Standards, Lake County Schools Blueprints and iPD Lesson Study Cycle during PLC/Collaborative Planning Time. Teams will work collaboratively to plan instruction to meet students' needs using research based practices and instructional strategies.

Collaborative Time Funds---\$4,601.54

These funds will be used to pay for subs to provide collaborative planning time for the grade level teams to work together to accelerate student learning. They will also focus on the Florida Standards and align them with the Blueprints to create lesson plans that provide rigorous instruction and performance task based learning. Teachers will make sure complex text, tasks and talk is incorporated in their daily instruction.

The MTSS leadership team, which consists of Guidance Counselors, Literacy Coach, and Curriculum Resource Teachers, will:

- Provide a structured protocol and schedule for teachers to present academic and behavioral concerns.
- Provide assistance in determining appropriate interventions for students.
- Assist in data collection and facilitating the graphing of data.
- Facilitate and monitor implementation of intervention programs
- Assist teachers with organization and disaggregation of data to determine appropriate student placement in intervention groups.
- Provide required observations and assist with required parent conferences.
- Upon teacher request, we provide training or print reports for computerized intervention program.
- Monitor, schedule, and document required parent involvement in MTSS process.

The lower quartile, as identified by FSA, and students identified by data from I-Station, I-Ready, STAR, and baseline LSA data are given a variety of interventions to meet their specific needs and maximize the desired student outcomes. This may result in 504 plans, Ril plans, ESE Plans, Behavior Plans, or Before and After School Tutoring.

Title 1 Tutoring for Homeless Students

SAI--\$7,026.00

These funds will be spent on a before and after school tutoring program which will target the lower quartile. The tutoring program will address math, reading, and writing.

Support Facilitation Resource Teachers: The Florida Inclusion Model is being used in conjunction with the school's master schedule to maximize support facilitation to the ESE student population.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dawn Brown	Teacher
Cindy Christidis	Principal
Melissa Meadows	Teacher
Sandra Smallwood	Teacher
Kelly Beach	Teacher
Ivelyse Rosa	Teacher
Bob Herrick	Parent
Martha Herrick	Parent
Cheryl Smith	Parent
Linda Tucker	Parent
Nan Burnsed	Parent
Patricia DeToro	Teacher
Stephanie Glass	Parent
Tasha Mack	Parent
Kris Minner	Parent
Marisela Padilla	Parent
Patti Raulerson	Parent
Nicole Sikora	Parent
Kelly Hitz	Teacher
Maggie Hewson	Education Support Employee
Robin Mitchell	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC members will be given an opportunity to revise, amend, and comment on the School Improvement Plan at the September meeting.

Development of this school improvement plan

The leadership team and teachers collaborated on developing goals based on student data. A consensus was reached and the plan was developed. The plan was shared by the Principal and Curriculum Resource Teacher with the parents and SAC for discussion and input. SAC Members are given the opportunity to contribute their ideas and provide direction. If revisions are made after the district review, they are presented at a follow-up meeting.

Preparation of the school's annual budget and plan

Administration develops budgets and plans based on routine, academic, and safety needs. Budget items to be discussed are presented to the SAC for approval.

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

SAI Funds---\$7,026.00: used for hiring teachers for before and after school tutoring for reading, writing, and math.

Programs such as Write Score, PENDA, and READY Florida MAFS and LAFS will be purchased.

Collaborative Time Funds---\$4,601.54

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Christidis, Cindy	Principal
Neal, Lori	Assistant Principal
Bass, Shannon	Instructional Coach
Brown, Dawn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets weekly during Leadership Team meetings to discuss literacy needs, goals, and strategies to achieve the highest level of literacy in every grade level. The Literacy Coach implements school, district, and state literacy initiatives and trains teachers through classroom modeling and grade level meetings. The Curriculum Resource Teacher and Literacy Coach ensures Florida Standards, Lake County School's BLUEPRINTS, and the Scope and Sequence are in place and are being implemented accordingly. The LLT will focus on improving reading scores by supporting teachers in planning process to incorporate higher order questioning, with the implementation of complex text, talk, and tasks in daily instruction.

School-wide literacy includes 30 minutes of PAWS Reading Intervention, Acceleration, and Enrichment Blocks four days a week outside of the regular reading block. The Literacy Leadership PLC which includes the Literacy Coach, Media Specialist, and Classroom Teachers meet once a month with the Literacy Coach to support literacy within the school. Write Score program is purchased to progress monitor writing for third through fifth grade. The Media Specialist will implement lessons within classes that address the recursive standards. Incentives such as dog tags, certificates, and AR prizes are in place to encourage and support literacy across all grades.

Public and Collaborative Teaching

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

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

During the summer, academic teams met to plan for the upcoming school year. The first day of pre-planning the Administration planned several team building activities to bring the faculty together and build relationships. During pre-planning, the Curriculum Resource Teacher and Literacy Coach provided professional development in the procedures and routines necessary to function as a PLC. Mondays and Tuesdays are designated for PLC Collaborative Plan time for Grade Levels/Departments. Teams have established norms and routines that will provide guidance in collaborative planning. The Leadership

Team will provide grade level support to assist with data analysis, maintaining effective relationships, and aligning plans to the Florida Standards. Grade Level Teams will use the FCIM model to make sure lessons align with the Scope and Sequence and common assessments. The CRT and Literacy Coach will provide resources and support in the PLC process. Teachers are also provided with 1/2 day collaborative plan day to work collaboratively on planning and instruction, in addition to weekly PLC times. Professional development is provided throughout the school year. Teachers will be encouraged to observe in other classrooms and the Lesson Study model will be used to create effective lessons and communicate among teachers on each grade level.

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

Treadway Elementary School strives to employ the best and most qualified teacher for each position. Each candidate is screened and interviewed, and careful consideration is given to recommendations and references. Administration will oversee this process.

The Leadership Team will refer to the Teacher Induction Resource Guide to guide the support of our new teachers. Monthly New Teacher PLC meetings are held for the new teachers to offer resources, instructional assistance, and guidance in daily routines. All teachers are welcome to attend these informational meetings. The Literacy Coach and Curriculum Resource Teacher will oversee the TOPP Program at Treadway and will be responsible for resources and curriculum assistance.

New teachers and teachers in need of instructional and classroom management strategies will be partnered with a mentor for instructional assistance. The assistant principal will oversee this process and the Literacy Coach and Curriculum Resource Teacher will assist the new teachers as the coaching piece.

We will partner with local colleges to recruit education students to complete internships with model teachers in hopes of recruiting qualified teachers.

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

The New Teacher Induction Guide serves as a guide to plan for our mentoring program. New teachers are assigned a mentor in the same grade level. Mentors help the new teacher become familiar with the school, it's culture, student body, rules, opportunities, and challenges. The mentor shares resources with the new teacher. New teachers are offered opportunities to observe exemplary teaching and discuss improvements to classroom and instructional practices. Weekly PLC Collaborative Plan Time meetings are held to ensure curriculum guidelines are being met. The School Leadership Team reviews data and conducts classroom walk-throughs to determine the strengths and weaknesses of all teachers, then prescribes specific professional development classes, as needed. Grade Level Mentor pairings for new teachers are as follows: Mrs. Hutchingson will be paired with Mrs. Feezor. Mrs. Hoffman will be paired with Miss Brinkley. Mr. Beach will be paired with Mrs. Dillon. Mr. Roth will be paired with Mrs. Watkins. Mrs. Rosa will be paired with Mrs. Beach. Mr. Keesee will be paired with Mrs. Colas. The Literacy and Curriculum Resource Teacher will support second and third year teachers and teachers new to the district, in addition to first year teachers in the areas of best practices, instructional standards, classroom management, district initiatives, and standards-based instruction. The guidance counselors will support teachers with the MTSS process. A New Teacher PLC will be held on the third Wednesday of each month to collaborate and support new teachers to the district and teaching, but all teachers are welcome to join for support and collaboration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Leadership Team attended a two day workshop at the district which addressed Standards Based Teaching, Professional Learning Communities, Updated Blueprints, and Lesson Study. The Strategic Plan for this school year was designed around these areas. The Leadership Team presented the information from the workshop to the teachers during pre-planning week.

Grade Level Teams, Literacy Coach, and Curriculum Resource Teacher participate in Professional Learning Communities for Collaborative Planning two times a week with each grade to support planning for standards-based units of study aligned to the Florida Standards. Teachers use the Lake County Schools Blueprints and Scope and Sequence to plan units of instruction. District adopted textbooks such as Reading Wonders, Pearson Envision, and Pearson Science textbooks are used as resources, along with Thinking Maps, cooperative structures, and higher order thinking questions. i-Ready Math and i-Station Reading computer based programs which are researched based and have standards correlations.

Daily walk-throughs are conducted by Administration, Curriculum Resource Teacher, and Literacy Coach. Instruction is monitored for instructional strategies, best practices, and instruction aligned to the full intent of the Florida Standards.

All materials and copies must be approved by administration in order to stay aligned with the Florida Standards and possess the required rigor.

Classroom grades are monitored to track pass/fail percentages. RtI/MTSS process tracks student progress compared to the other students in the class.

Instructional Strategies

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

Using the Florida Continuous Improvement Model of Plan, Do, Check, Act, teachers will plan units and lessons that are aligned to the Florida Standards. Using this planning process, teachers will anticipate learning barriers and plan for re-teaching and enrichment within the units. Teachers will use i-Station (Reading), i-Ready (Math), LSA, and Write Score beginning, mid, and end of year data to identify what standards students have mastered and identify areas students need more intensive instruction. Teachers will use data to create flexible groups to accelerate or enrich skills needed to master the Florida Standards. Reading PAWS groups and STEM PAWS groups will meet thirty minutes a day, four days a week to differentiate instruction for acceleration and enrichment. During this time, students will have small group instruction, i-Station or i-Ready computer time, PENDA, or enrichment lessons to support differentiated instruction which meets their needs. ESE support facilitation teachers will join PAWS remediation groups to support our inclusion students. Data chats between grade levels, teachers, and administration will be held to discuss student achievement. Professional development will be provided for teachers with Thinking Maps, iPD Lesson Study, ELL Strategies, Interactive Notebooks, and Problem-Based Learning throughout the school year.

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

Strategy: Before School Program

Minutes added to school year: 2,400

A before school tutoring program will be implemented for grades 3, 4, and 5. Lower quartile students will have the opportunity to attend morning tutoring sessions in either reading, math, or writing. For reading or math, students are invited to scheduled lab times to access computer based research programs that are aligned to the standards and proven to show growth. Students will have an additional 90 minutes a week to work on these programs. For writing, teachers will use Write Score data to address skills that need remediation in the area of writing and deliver lessons to address students' needs.

Strategy Rationale

The Math and Reading Tutoring Program will be used to differentiate instruction in the Florida Standards for students that have been identified to need the extra instruction to accelerate their learning. The Writing Tutoring Program will focus on using data and lesson resources from Write Score program and citing text evidence and sources in their writing, as will be required in the new Florida Writing Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Dawn, brownd@lake.k12.fl.us

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

Student progress is monitored through pre and post diagnostics, along with teacher observation and input. CRT and teachers will meet on a monthly basis to analyze the data and discuss teacher observations to make determination if any changes need to be made to meet individual student needs.

Strategy: After School Program

Minutes added to school year: 2,400

Treadway will implement an after school tutoring program for those students in grades 3-5 that are in the lower quartile. Two 10 week sessions of reading and math will be available. Students will be given the opportunity to attend the session that most fits their needs for either reading, math, or both.

Strategy Rationale

The Math and Reading Tutoring Program will be used to differentiate instruction in the Florida Standards for students that have been identified to need the extra instruction to accelerate their learning. Curriculum Associates Ready Florida MAFS and LAFS resource program will be used to address standards that need to be remediated. Diagnostic information will help teachers determine which lessons students need to work with from the program. Cost of materials: \$2200.99

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Dawn, brownd@lake.k12.fl.us

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

Student progress is monitored through pre and post tests along with teacher observation and input. CRT and teachers will meet on a monthly basis to analyze the data and discuss teacher observations to make determination if any changes need to be made to meet individual student needs.

Strategy: Extended School Day

Minutes added to school year: 840

STEM is offered to student in grades 3-5. STEM integrates the four disciplines of Science, Technology, Engineering, and Math into one learning environment. Students are engaged in real world problems and experiences through problem-based or project-based learning experiences that lead to higher level thinking. The STEM environment compels students to understand issues, identify problems, and understand process that lead to innovative solutions.

Strategy Rationale

The STEM program provides students wil opportunities to problem solve and develop critical thinking skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Dawn, brownd@lake.k12.fl.us

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

i-Ready, PENDA, and classroom data will be collected to see gains within students who attend the STEM program.

Student Transition and Readiness

PreK-12 Transition

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

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

Treadway Elementary School has two Pre-K units on sight. The children who are enrolled in these units participate in school activities, helping them make an easy transition to kindergarten. In Spring, Pre-K children from local programs are invited to Kindergarten Round Up. Two "Kindergarten Round-Ups" will be held to invite families to learn about Treadway and register thier child. Kindergarten teachers administer a screener test on each student to determine performance level. Teachers also conduct school tours for the parents and students to help familiarize them with our campus. Parents are invited and encouraged to become a school volunteer. The local middle schools arrange a day that 5th grade students can visit their campus and receive information necessary for their transition to 6th grade. Articulation meetings are also held for those ESE students going to middle school.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To provide technology in instruction to engage students in learning.
- G2.** Safe Schools: To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully-proofing strategies, safety, and civic responsibilities.
- G3.** To close the achievement gap and increase academic growth with all students, Treadway Elementary will follow the Florida Inclusion Model.
- G4.** Treadway Elementary will monitor student growth at each grade level and track proficiency through Data Chats that will be implemented on a monthly basis.
- G5.** Treadway Elementary School will increase effective standards based instruction and increase student achievement through the implementation of iPD Lesson Study Cycle.
- G6.** Treadway Elementary School will maximize effective time for collaboration between teachers, coaches, and administration through PLC-Collaborative Plan Time.

Strategic Goals Detail

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

G1. To provide technology in instruction to engage students in learning. 1a

G071467

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- MSP STEM GRANT PD Opportunities with Orlando Science Center, Florida State University and CPALMS, Florida Polytechnic, and STEM Smart Lab. i-Ready and i-Station.

Targeted Barriers to Achieving the Goal 3

- Technology needs in our school. Classroom computers are showing signs of distress. Lack of software for S.T.E.M. instruction.

Plan to Monitor Progress Toward G1. 8

STEM Lesson Plans will be collected to monitor progress toward goal. Computer Lab schedules and usage reports.

Person Responsible

Dawn Brown

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, lab schedules, and usage reports.

G2. Safe Schools: To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully-proofing strategies, safety, and civic responsibilities. 1a

G071468

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	85.0
School Climate Survey - Student	85.0
School Climate Survey - Parent	85.0

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

- Teachers who are new to our school could be unfamiliar to "Bully Proofing Your School" strategies.

Plan to Monitor Progress Toward G2. 8

Faculty and staff participation in the Bully Proofing Your School training, PBS data, classroom walk through and observation data discussed during leadership meetings in regards to school climate.

Person Responsible

Lori Neal

Schedule

Monthly, from 8/21/2015 to 6/9/2016

Evidence of Completion

Sign in sheet from Bully Proofing Your School training. Data collected and shared in regards to Positive Behavior System.

G3. To close the achievement gap and increase academic growth with all students, Treadway Elementary will follow the Florida Inclusion Model. 1a

G071469

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	32.0
ELA/Reading Gains District Assessment	20.0

Resources Available to Support the Goal 2

- ESE district support was used to develop the master schedule. The Florida Inclusion Network and IEP's were also used to determine the needs of the students and how Treadway was going to provide the support necessary.

Targeted Barriers to Achieving the Goal 3

- Scheduling students with ESE support staff so students can be properly supported.

Plan to Monitor Progress Toward G3. 8

Progress monitoring data toward meeting IEP and academic growth goals.

Person Responsible

Cindy Christidis

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Individual student I-Ready Math and I-Station Reading data, along with classroom grades, and growth on IEP goals will serve as evidence. PBS Activities, FBA/BIP Training, and Non Violent Physical Crisis Intervention Training.

G4. Treadway Elementary will monitor student growth at each grade level and track proficiency through Data Chats that will be implemented on a monthly basis. 1a

G071470

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	85.0
ELA Achievement District Assessment	85.0
Science Achievement District Assessment	60.0

Resources Available to Support the Goal 2

- Istation data, I-Ready data, and classroom grades will be used to monitor student growth and track proficiency.
- Teachers will use Class and Student Data Binders to keep all of the data together.

Targeted Barriers to Achieving the Goal 3

- Teachers will need support with struggling students.

Plan to Monitor Progress Toward G4. 8

Student achievement data will be collected to determine progress toward the goal.

Person Responsible

Lori Neal

Schedule

Monthly, from 10/5/2015 to 6/6/2016

Evidence of Completion

Student data with learning gains demonstrating they are closing the achievement gap.

G5. Treadway Elementary School will increase effective standards based instruction and increase student achievement through the implementation of iPD Lesson Study Cycle. 1a

G071471

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	85.0
Math Achievement District Assessment	85.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- District PD on the iPD Lesson Study Cycle.
- While collaborative planning using the scope and sequence offered by the county along with the curriculum blueprints.
- While collaborative planning using the FSA test specs.

Targeted Barriers to Achieving the Goal 3

- Providing professional development opportunities for the iPD Lesson Study Cycle.

Plan to Monitor Progress Toward G5. 8

Progress will be monitored by tracking student achievement while reviewing created mini tasks and observing teachers through walk throughs.

Person Responsible

Lori Neal

Schedule

Every 2 Months, from 11/2/2015 to 6/9/2016

Evidence of Completion

The evidence that will be collected will be student products and lesson plans that include mini tasks. Feedback will be provided by Leadership team during walk throughs. Student achievement will be discussed at data chats.

G6. Treadway Elementary School will maximize effective time for collaboration between teachers, coaches, and administration through PLC-Collaborative Plan Time. 1a

G071472

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	85.0
ELA Achievement District Assessment	85.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Collaborative Plan Days with longer increments of time.

Targeted Barriers to Achieving the Goal 3

- Time involved to plan accordingly for multiple subjects.

Plan to Monitor Progress Toward G6. 8

Data collected from classroom walk throughs will be collected and student data from monthly data chats will be analyzed to determine progress toward goals.

Person Responsible

Cindy Christidis

Schedule

Monthly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Teachers will turn in collaborative planning sheet and lesson plans weekly to administration. Teacher data binders will be reviewed during data chats.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To provide technology in instruction to engage students in learning. **1**

 G071467

G1.B1 Technology needs in our school. Classroom computers are showing signs of distress. Lack of software for S.T.E.M. instruction. **2**

 B186271

G1.B1.S1 To receive grant funds and donations to implement a STEM Smart Lab from Creative Learning Systems to provide STEM instruction which fully integrates technology into learning. **4**

 S197650

Strategy Rationale

By implementing a STEM Smart Lab into our Media Center, we could provide STEM instruction that is relevant to 21st Century Learning.

Action Step 1 **5**

Treadway Elementary School will participate in MSP STEM Grant to create and deliver STEM Lessons to CPALMS and create a team to research STEM Smart Labs and funding to implement into our school.

Person Responsible

Dawn Brown

Schedule

Every 3 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Photographs from STEM Smart Lab research trip to Colorado. STEM Lessons implemented through our Media Center. STEM Lessons from our MSP STEM Grant Teams.

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

Project Manager will monitor progress of STEM Lesson Plans. Teachers will attend PD with Orlando Science Center, FSU/CPALMS, and Florida Polytechnic University. STEM SMART LAB TEAM will attend trip to Colorado to research STEM Smart Labs.

Person Responsible

Dawn Brown

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

MSP STEM GRANT lesson plans from each grade level team. Attendance documentation from professional development. Photos from STEM Smart Lab trip.

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

Lesson observations using STEM Lesson Plans. Classroom walk-throughs during instruction to document use of technology within lessons.

Person Responsible

Dawn Brown

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans and observation notes.

G2. Safe Schools: To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully-proofing strategies, safety, and civic responsibilities. 1

G071468

G2.B1 Teachers who are new to our school could be unfamiliar to "Bully Proofing Your School" strategies. 2

B186272

G2.B1.S1 Faculty and staff will be provided with "Bully Proofing Your School" training during pre-planning week. 4

S197651

Strategy Rationale

By providing training to all faculty and staff, new teachers and staff members will be introduced to the strategies that will be used to bully proof our school. Teachers who were here last year, we will be refreshed on the strategies.

Action Step 1 5

Faculty and Staff will be provided with "Bully Proofing Your School" training during pre-planning and implement those strategies throughout the year with students in order to provide a positive, problem-solving, learning environment.

Person Responsible

Lori Neal

Schedule

Monthly, from 8/21/2015 to 6/9/2016

Evidence of Completion

Sign-in sheet with all in attendance. Bully proofing strategies posted on campus.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk-throughs and supervision during arrival, lunch, and dismissal to observe interactions between students. Guidance check of anonymous reporting box daily. Bully incident checklist and documentation.

Person Responsible

Lori Neal

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans with documented Bully Proofing Your School lesson plans from start of year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Campus look-fors of Bully Proofing Your School strategies being implemented.

Person Responsible

Lori Neal

Schedule

Daily, from 8/24/2015 to 6/9/2016


Evidence of Completion

Sign in sheet from training. PBS reports. Climate surveys.


G3. To close the achievement gap and increase academic growth with all students, Treadway Elementary will follow the Florida Inclusion Model. 1

 G071469

G3.B1 Scheduling students with ESE support staff so students can be properly supported. 2

 B186273

G3.B1.S1 Creating a master schedule for the entire school that will provide the time needed to support ESE students will help with academic achievement. 4

 S197652

Strategy Rationale

When students receive the support they need learning gains will be achieved.

Action Step 1 5

Planning for instruction using Florida Inclusion Network, IEP's, and a strategic master schedule.

Person Responsible

Cindy Christidis

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidenced by adherence to master schedule, classroom walk-throughs, IEP goals, and student data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-throughs according to the master schedule with follow up feedback to and from the ESE Team.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk-through data form and student data will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student data will be monitored monthly at student data chat meetings.

Person Responsible

Lori Neal

Schedule

Monthly, from 10/5/2015 to 6/6/2016

Evidence of Completion

Student data according to their IEP goals, i-Ready, i-Station, grades, Resource teacher, and classroom teacher will serve as evidence for effectiveness.

G4. Treadway Elementary will monitor student growth at each grade level and track proficiency through Data Chats that will be implemented on a monthly basis. 1

G071470

G4.B1 Teachers will need support with struggling students. 2

B186274

G4.B1.S2 In grades 3-5, students who are identified in Tier 2 or Tier 3 by i-Ready or i-Station will be invited to attend before or after school tutoring. 4

S197654

Strategy Rationale

By extending the learning day and differentiating and providing remediation lessons, students will close the achievement gap and make gains.

Action Step 1 5

Students in Tier 2 and Tier 3 according to data will be offered before or after school tutoring to address specific needs.

Person Responsible

Dawn Brown

Schedule

Semiannually, from 10/5/2015 to 3/25/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Students will attend before or after school tutoring 2 days a week for a period of 8-10 weeks.

Person Responsible

Dawn Brown

Schedule

Semiannually, from 10/5/2015 to 3/25/2016

Evidence of Completion

attendance and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Walk-throughs, attendance checks, and data collection from i-Ready and i-Station will be collected to monitor for effectiveness.

Person Responsible

Dawn Brown

Schedule

Monthly, from 10/5/2015 to 3/25/2016


Evidence of Completion

walkthrough observations, attendance forms, and data reports from i-Ready and i-Station.

G5. Treadway Elementary School will increase effective standards based instruction and increase student achievement through the implementation of iPD Lesson Study Cycle. 1

 G071471

G5.B1 Providing professional development opportunities for the iPD Lesson Study Cycle. 2

 B186275

G5.B1.S1 Schedule District Personnel to come to our school site and offer a training on iPD Lesson Study Cycle. 4

 S197655

Strategy Rationale

The District Personnel are trained in this PD and can offer an effective training.

Action Step 1 5

Teachers will attend Professional Development on iPD Lesson Study Cycle where they will learn to create mini tasks with collaborative teams, implement the lesson, and analyze student work.

Person Responsible

Dawn Brown

Schedule

On 11/17/2015

Evidence of Completion

Teacher attendance at the professional development by way of sign in form.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Leadership Team in attendance at planning and classroom walk-throughs will be conducted to monitor for fidelity.

Person Responsible

Cindy Christidis

Schedule

On 6/9/2016

Evidence of Completion

Created and completed mini-tasks and student work samples will be used as evidence to monitor fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Collaborative planning focused on the Lesson Study Cycle and classroom walk-throughs with specific look fors in relation to Lesson Study Cycle and mini-tasks.

Person Responsible

Shannon Bass

Schedule

Weekly, from 11/17/2015 to 6/9/2016

Evidence of Completion

Created and completed mini-tasks, student work samples, and teacher's reflection notes during PLC will serve as evidence.

G6. Treadway Elementary School will maximize effective time for collaboration between teachers, coaches, and administration through PLC-Collaborative Plan Time. 1

G071472

G6.B1 Time involved to plan accordingly for multiple subjects. 2

B186277

G6.B1.S1 Two days of collaborative planning per week. Half day collaborative plan days. 4

S197657

Strategy Rationale

By having two days of collaborative plan time per week, teachers can go deeper with understanding the standards and plan lesson sequence to plan for what is expected of the standards.

Action Step 1 5

Teachers will attend professional development during pre-planning on PLC Collaborative Planning using Lake County School's Blueprints.

Person Responsible

Dawn Brown

Schedule

On 8/20/2015

Evidence of Completion

Teacher attendance at professional development and sign in sheet documentation.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Leadership team will be in attendance at weekly PLC's. Leadership Team will conduct classroom walk-throughs and provide standards-based feedback to teams. Leadership Team will meet weekly to discuss effectiveness.

Person Responsible

Dawn Brown

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teacher attendance as documented by PLC Planning Template. This template should be turned in to Principal each week. Lesson Plans will be placed in the share folder for each grade level. Classroom Walk-Through data will be collected and analyzed. Student products.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Leadership Team will conduct specific grade level walk-through's looking for standard based instruction and strategies documented and agreed upon during PLC planning.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 9/14/2015 to 6/6/2016

Evidence of Completion

Classroom walk through forms will be completed by Leadership Team will be collected and feedback discussion will be held during weekly Leadership Team meeting.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Treadway Elementary School will participate in MSP STEM Grant to create and deliver STEM Lessons to CPALMS and create a team to research STEM Smart Labs and funding to implement into our school.	Brown, Dawn	8/24/2015	Photographs from STEM Smart Lab research trip to Colorado. STEM Lessons implemented through our Media Center. STEM Lessons from our MSP STEM Grant Teams.	6/9/2016 every-3-weeks
G2.B1.S1.A1	Faculty and Staff will be provided with "Bully Proofing Your School" training during pre-planning and implement those strategies throughout the year with students in order to provide a positive, problem-solving, learning environment.	Neal, Lori	8/21/2015	Sign-in sheet with all in attendance. Bully proofing strategies posted on campus.	6/9/2016 monthly
G3.B1.S1.A1	Planning for instruction using Florida Inclusion Network, IEP's, and a strategic master schedule.	Christidis, Cindy	8/24/2015	Evidenced by adherence to master schedule, classroom walk-throughs, IEP goals, and student data.	6/9/2016 annually
G4.B1.S2.A1	Students in Tier 2 and Tier 3 according to data will be offered before or after school tutoring to address specific needs.	Brown, Dawn	10/5/2015		3/25/2016 semiannually
G5.B1.S1.A1	Teachers will attend Professional Development on iPD Lesson Study Cycle where they will learn to create mini tasks with collaborative teams, implement the lesson, and analyze student work.	Brown, Dawn	11/17/2015	Teacher attendance at the professional development by way of sign in form.	11/17/2015 one-time
G6.B1.S1.A1	Teachers will attend professional development during pre-planning on PLC Collaborative Planning using Lake County School's Blueprints.	Brown, Dawn	8/20/2015	Teacher attendance at professional development and sign in sheet documentation.	8/20/2015 one-time
G1.MA1	STEM Lesson Plans will be collected to monitor progress toward goal. Computer Lab schedules and usage reports.	Brown, Dawn	8/24/2015	Lesson plans, lab schedules, and usage reports.	6/9/2016 quarterly

Lake - 0241 - Treadway Elementary School - 2015-16 SIP

Treadway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Lesson observations using STEM Lesson Plans. Classroom walk-throughs during instruction to document use of technology within lessons.	Brown, Dawn	8/24/2015	Lesson plans and observation notes.	6/9/2016 weekly
G1.B1.S1.MA1	Project Manager will monitor progress of STEM Lesson Plans. Teachers will attend PD with Orlando Science Center, FSU/CPALMS, and Florida Polytechnic University. STEM SMART LAB TEAM will attend trip to Colorado to research STEM Smart Labs.	Brown, Dawn	8/24/2015	MSP STEM GRANT lesson plans from each grade level team. Attendance documentation from professional development. Photos from STEM Smart Lab trip.	6/9/2016 monthly
G2.MA1	Faculty and staff participation in the Bully Proofing Your School training, PBS data, classroom walk through and observation data discussed during leadership meetings in regards to school climate.	Neal, Lori	8/21/2015	Sign in sheet from Bully Proofing Your School training. Data collected and shared in regards to Positive Behavior System.	6/9/2016 monthly
G2.B1.S1.MA1	Campus look-fors of Bully Proofing Your School strategies being implemented.	Neal, Lori	8/24/2015	Sign in sheet from training. PBS reports. Climate surveys.	6/9/2016 daily
G2.B1.S1.MA1	Classroom walk-throughs and supervision during arrival, lunch, and dismissal to observe interactions between students. Guidance check of anonymous reporting box daily. Bully incident checklist and documentation.	Neal, Lori	8/24/2015	Lesson plans with documented Bully Proofing Your School lesson plans from start of year.	6/9/2016 daily
G3.MA1	Progress monitoring data toward meeting IEP and academic growth goals.	Christidis, Cindy	8/24/2015	Individual student I-Ready Math and I-Station Reading data, along with classroom grades, and growth on IEP goals will serve as evidence. PBS Activities, FBA/BIP Training, and Non Violent Physical Crisis Intervention Training.	6/6/2016 quarterly
G3.B1.S1.MA1	Student data will be monitored monthly at student data chat meetings.	Neal, Lori	10/5/2015	Student data according to their IEP goals, i-Ready, i-Station, grades, Resource teacher, and classroom teacher will serve as evidence for effectiveness.	6/6/2016 monthly
G3.B1.S1.MA1	Classroom walk-throughs according to the master schedule with follow up feedback to and from the ESE Team.	Christidis, Cindy	8/24/2015	Classroom walk-through data form and student data wills serve as evidence.	6/9/2016 weekly
G4.MA1	Student achievement data will be collected to determine progress toward the goal.	Neal, Lori	10/5/2015	Student data with learning gains demonstrating they are closing the achievement gap.	6/6/2016 monthly
G4.B1.S2.MA1	Walk-throughs, attendance checks, and data collection from i-Ready and i-Station will be collected to monitor for effectiveness.	Brown, Dawn	10/5/2015	walkthrough observations, attendance forms, and data reports from i-Ready and i-Station.	3/25/2016 monthly
G4.B1.S2.MA1	Students will attend before or after school tutoring 2 days a week for a period of 8-10 weeks.	Brown, Dawn	10/5/2015	attendance and lesson plans	3/25/2016 semiannually
G5.MA1	Progress will be monitored by tracking student achievement while reviewing created mini tasks and observing teachers through walk throughs.	Neal, Lori	11/2/2015	The evidence that will be collected will be student products and lesson plans that include mini tasks. Feedback will be provided by Leadership team during walk throughs. Student achievement will be discussed at data chats.	6/9/2016 every-2-months
G5.B1.S1.MA1	Collaborative planning focused on the Lesson Study Cycle and classroom walk-throughs with specific look fors in	Bass, Shannon	11/17/2015	Created and completed mini-tasks, student work samples, and teacher's reflection notes during PLC will serve as evidence.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	relation to Lesson Study Cycle and mini-tasks.				
G5.B1.S1.MA1	Leadership Team in attendance at planning and classroom walk-throughs will be conducted to monitor for fidelity.	Christidis, Cindy	11/17/2015	Created and completed mini-tasks and student work samples will be used as evidence to monitor fidelity.	6/9/2016 one-time
G6.MA1	Data collected from classroom walk throughs will be collected and student data from monthly data chats will be analyzed to determine progress toward goals.	Christidis, Cindy	10/5/2015	Teachers will turn in collaborative planning sheet and lesson plans weekly to administration. Teacher data binders will be reviewed during data chats.	5/30/2016 monthly
G6.B1.S1.MA1	Leadership Team will conduct specific grade level walk-through's looking for standard based instruction and strategies documented and agreed upon during PLC planning.	Christidis, Cindy	9/14/2015	Classroom walk through forms will be completed by Leadership Team will be collected and feedback discussion will be held during weekly Leadership Team meeting.	6/6/2016 weekly
G6.B1.S1.MA1	Leadership team will be in attendance at weekly PLC's. Leadership Team will conduct classroom walk-throughs and provide standards-based feedback to teams. Leadership Team will meet weekly to discuss effectiveness.	Brown, Dawn	8/24/2015	Teacher attendance as documented by PLC Planning Template. This template should be turned in to Principal each week. Lesson Plans will be placed in the share folder for each grade level. Classroom Walk-Through data will be collected and analyzed. Student products.	6/6/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To provide technology in instruction to engage students in learning.

G1.B1 Technology needs in our school. Classroom computers are showing signs of distress. Lack of software for S.T.E.M. instruction.

G1.B1.S1 To receive grant funds and donations to implement a STEM Smart Lab from Creative Learning Systems to provide STEM instruction which fully integrates technology into learning.

PD Opportunity 1

Treadway Elementary School will participate in MSP STEM Grant to create and deliver STEM Lessons to CPALMS and create a team to research STEM Smart Labs and funding to implement into our school.

Facilitator

MSP STEM GRANT LEADERS

Participants

3, 4, 5 STEM Grant Teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/9/2016

G2. Safe Schools: To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully-proofing strategies, safety, and civic responsibilities.

G2.B1 Teachers who are new to our school could be unfamiliar to "Bully Proofing Your School" strategies.

G2.B1.S1 Faculty and staff will be provided with "Bully Proofing Your School" training during pre-planning week.

PD Opportunity 1

Faculty and Staff will be provided with "Bully Proofing Your School" training during pre-planning and implement those strategies throughout the year with students in order to provide a positive, problem-solving, learning environment.

Facilitator

Lori Neal

Participants

Faculty and Staff

Schedule

Monthly, from 8/21/2015 to 6/9/2016

G3. To close the achievement gap and increase academic growth with all students, Treadway Elementary will follow the Florida Inclusion Model.

G3.B1 Scheduling students with ESE support staff so students can be properly supported.

G3.B1.S1 Creating a master schedule for the entire school that will provide the time needed to support ESE students will help with academic achievement.

PD Opportunity 1

Planning for instruction using Florida Inclusion Network, IEP's, and a strategic master schedule.

Facilitator

Cindy Christidis

Participants

Teachers

Schedule

Annually, from 8/24/2015 to 6/9/2016

G5. Treadway Elementary School will increase effective standards based instruction and increase student achievement through the implementation of iPD Lesson Study Cycle.

G5.B1 Providing professional development opportunities for the iPD Lesson Study Cycle.

G5.B1.S1 Schedule District Personnel to come to our school site and offer a training on iPD Lesson Study Cycle.

PD Opportunity 1

Teachers will attend Professional Development on iPD Lesson Study Cycle where they will learn to create mini tasks with collaborative teams, implement the lesson, and analyze student work.

Facilitator

Andrea Pyatt

Participants

K-5 Teachers

Schedule

On 11/17/2015

G6. Treadway Elementary School will maximize effective time for collaboration between teachers, coaches, and administration through PLC-Collaborative Plan Time.

G6.B1 Time involved to plan accordingly for multiple subjects.

G6.B1.S1 Two days of collaborative planning per week. Half day collaborative plan days.

PD Opportunity 1

Teachers will attend professional development during pre-planning on PLC Collaborative Planning using Lake County School's Blueprints.

Facilitator

Dawn Brown and Shannon Bass

Participants

Teachers

Schedule

On 8/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Treadway Elementary School will participate in MSP STEM Grant to create and deliver STEM Lessons to CPALMS and create a team to research STEM Smart Labs and funding to implement into our school.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - Treadway Elementary School	Other		\$15,000.00
<i>Notes: STEM SMART LAB Computer Purchase</i>						
2	G2.B1.S1.A1	Faculty and Staff will be provided with "Bully Proofing Your School" training during pre-planning and implement those strategies throughout the year with students in order to provide a positive, problem-solving, learning environment.				\$3,045.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - Treadway Elementary School			\$2,200.00
<i>Notes: Postive Behavior Support Program and Incentives</i>						
			0241 - Treadway Elementary School	Other		\$845.00
<i>Notes: Omega Man Anti-Bullying Program</i>						
3	G3.B1.S1.A1	Planning for instruction using Florida Inclusion Network, IEP's, and a strategic master schedule.				\$0.00
4	G4.B1.S2.A1	Students in Tier 2 and Tier 3 according to data will be offered before or after school tutoring to address specific needs.				\$9,226.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - Treadway Elementary School	Other		\$7,026.00
<i>Notes: SAI funds for before/after school tutoring.</i>						
			0241 - Treadway Elementary School	Other		\$2,200.99
<i>Notes: Curriculum Associates Ready MAFS and LAFS program for after school tutoring.</i>						
5	G5.B1.S1.A1	Teachers will attend Professional Development on iPD Lesson Study Cycle where they will learn to create mini tasks with collaborative teams, implement the lesson, and analyze student work.				\$0.00

Budget Data

6	G6.B1.S1.A1	Teachers will attend professional development during pre-planning on PLC Collaborative Planning using Lake County School's Blueprints.				\$4,610.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - Treadway Elementary School	Other		\$4,610.00
			<i>Notes: Collaborative Planning Funds for Substitutes provided from District</i>			
					Total:	\$31,881.99