Treeline Elementary School

2016-17 Schoolwide Improvement Plan

Treeline Elementary School

10900 TREELINE AVE, Fort Myers, FL 33913

http://tre.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	A	C

*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 Lee 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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Treeline Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Treeline Elementary's mission is to prepare all students to succeed in a caring, learning community.

b. Provide the school's vision statement.

Treeline Elementary's vision is to provide quality education that empowers individuals to become caring, global, responsible citizens who value learning.

Our students will develop and use critical, creative thinking, and problem solving skills through cooperative learning and technology.

Treeline's Core Values are: Respect, Trust, Integrity, Loyalty, Collaboration, Fun and Joy

2. School Environment

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

As part of the Kagan Cooperative Learning Structures, teachers implement daily and weekly class-building and team-building activities. These structures allow students to become confident and accepted in their learning environment. During the school year events are planned to encourage parents to visit and participate in their child's learning.

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

We are a Positive Behavior Support (PBS) school. This enables us to set school and classroom expectations along with a reward system to encourage students to follow guidelines. School expectations are, BE RESPECTFUL, BE RESPONSIBLE, BE SAFE.
Fifth grade students are trained to assume the role of "Safety Patrol" throughout the building. They can be identified by the bright yellow safety belts so that students can seek them out for their help.
Monthly crisis drills are held to train students and faculty on procedures should an unsafe situation arise. The drills include: Fire, Tornado, Intruder, or Bomb. The drills train students for lock down and evacuation procedures.
A school counselor is employed to provide students with a person who is available to assist them when they are in need. The school has also been assigned a School Resource Officer that is utilized to assist students as needed and to provide another level of safety.
During morning arrival and dismissal teachers are posted throughout the inside and outside of the building to assist students as needed.

c. 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.

Kagan Cooperative Learning is implemented with fidelity throughout all K-5 classrooms. Cooperative learning provides positive interdependence, individual accountability, equal participation and simultaneous interaction. Eight trained Kagan Coaches visit classes to observe teachers and coach

them in the use of structures. A Kagan School Trainer is also available for training, follow-up, coaching and modeling of structures.

During the current school year teachers and staff will revisit strategies, during faculty meetings, from the book "Teaching with Love and Logic" by Jim Fay and David Funk.

As a Positive Behavior Support (PBS) school we have a behavioral system in place. Our expectations: BE RESPECTFUL, BE RESPONSIBLE and BE SAFE are posted around the school building and in every classroom. ":Coqui' Cash" is used as a reward when individual students are "caught" following the expectations. Quarterly events are provided, as well as a monthly Coqui' Store where they can spend their Coqui' Cash. Classrooms are rewarded with Coqui's for following the expectations as a group. Rewards are set in place for accumulation of the Coqui's. School Bus Drivers also participate in the PBS expectations by selecting weekly "Perfect Passengers" for recognition. These students are announced on the morning news, photographed for the "Perfect Passenger" bulletin board and given a pin for their pinPression lanyard. Bi-weekly teachers recognize a "Star Student" from their classroom.Their names are announced on the morning news, they receive a pinpression and have their picture taken with the school administrators.

For students who choose not to follow school expectations a plan has been established for referrals. A minor infraction form is completed when needed. After a student receives 3 minor-infractions for a given action they are referred to the administration. The school counselor is utilized to meet with students as needed as well as the behavioral specialist. Several teachers have received training in T.E.A.C.H. (Techniques for Effective Adolescent and Child Handling) to provide safe interventions to students when a situation arises.

> **d. 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.**

A School Counselor ensures social-emotional needs of all students are addressed. The counselor is available for one-on-one student counseling, peer mediation, classroom instruction, parent meetings, and small group counseling,

A "Buddy" system has been developed that enables school employees to buddy-up with students who are in need of one-to-one support. Employees build relationships with their students to give them support with social-emotional issues as well as academics.

As part of the MTSS process, behavior check-ins and other interventions are implemented as needed.

3. 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).

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

> **b. Provide the following data related to the school's early warning system**

1. 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	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/318971.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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.

School personnel reach out to community members and organizations to seek their support in providing goods and services through volunteerism, material donations, and financial assistance. Designated school personnel coordinate services, cultivate partnerships, and build new relationships. Treeline is a "community school" located in the middle of several residential communities. From those communities numerous volunteers provide services to our school and families. Some examples include but are not limited to the following:
Rotary Club: provide dictionaries yearly to all 3rd grade students, provide science supplies for experiments and hands on activities, provide teacher "treats"
Lion's Club: provides eye glasses for students who do not have financial means to obtain glasses.
Florida Gulf Coast University (FGCU): provides interns that support our teachers and student learning. FGCU students also participate in numerous school events by volunteering their time.
Florida Southwestern University (FSW): provides interns that support our teachers and student learning.
Summit Church: provides school uniforms, Monthly Character Education Program and treats for teachers

C. 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).

1. School Leadership Team

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

Name	Title
Staruk, Cayce	Assistant Principal
Thornton, Kelly	Principal
Bowe, Tamra	Instructional Coach
McFee, Donna	Assistant Principal
Gorman, Brenda	Instructional Coach
Gerschick, Krista	Instructional Coach
Johnson, Amy	Instructional Coach
Lee, Krystle	Instructional Coach

b. Duties

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

Administrators: The Principal and two Assistant Principals work with Teacher Leaders and Curriculum Specialist to meet the needs of teachers and students.
Teacher Leaders (Instructional Coaches): provide professional development opportunities for all teachers, evaluate data, and collaborate with other members of the leadership team to meet student and teacher needs.
The Leadership team meets monthly to review school data, discuss professional development, and to review student and teacher needs. As decisions are made team members make sure all teachers are informed either through their grade level chairs, email or Professional Learning Community (PLC) meetings.

2. 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 school employs an Intervention Specialist that manages the MTSS problem-solving process. The Core Instructional program is based on the Florida State Standards (FSS). As students are identified as consistently not meeting the expectations they are referred to the MTSS Problem-Solving Team. The team, along with the parents, review the student data and make recommendations for interventions based on student need and a SIP (Student Instructional Plan) is developed. Data is gathered as needed by the classroom teacher. The data is reviewed and recommendations are made for student improvement. Academic Support Teachers, Teacher Leaders and classroom teachers provide additional small group academic instruction for students not meeting the expectations.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Our school completes a needs assessment before writing goals for the year. The School improvement plan is written to ensure compliance with all state and national regulations. Our school improvement plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support the school.

Title I, Part C
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and

literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D
Our school coordinates with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

Title II
Being a Title I school we received three Teacher Leaders under the TIF (Teacher Incentive Fund) program to provide coaching, mentoring and professional development to all teachers throughout the school year.

Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs.These services include after school tutuorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X-Homeless
Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not adddressed by the regular Title I program. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all studetns meet challenging state standards. Through Title I, Part A, or Title I Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Acadmeic Instruction (SAI)
SAI is used to provide unique learning programs at our school. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage coorperation between programs.

Violence Prevention Programs
Bullying prevention programs are offered throughout the school year. The PBS (Positive Behavior Support) program encourages students to be responsible, respectful and safe. Anticipated outcomes include a safe envirnoment for children and increased academic acheivement.

Nutritional Programs
Food and Nutrition Services offer healthy meals to all the students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students recieve free breakfast each day. A backpack program sponsored through the CCMI (Community Cooperative Ministries Inc.) sends home nutritious food each weekend to struggling families to ensure that children and families have food throughout the week.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Business/Community
Amy Lehigh	Business/Community
Kelly Thornton	Principal
Tamra Bowe	Teacher
Damaris Altamar	Education Support Employee
Karina Lopez-Ramirez	Parent
Noemi Velasquez	Education Support Employee
Margo Ward	Parent
Yolanda Perkins	Parent
Madelyn Vargas	Teacher
Vanessa Torres	Parent
Stephen Bowe	Business/Community
Julie Archambault	Parent
Colvin Frisby	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

A SAC meeting is held each fall in August or September to review the previous year's scores and to discuss the new School Improvement Plan. Members are encouraged to give their input toward the planning and implementation of the plan. Members are elected and are given the opportunity to vote on the use of Title I funds.

b. Development of this school improvement plan

SAC members contribute to the SIP through reviewing and making recommendations as needed. They vote on the expenditure of Title I funds for the current school year.

c. Preparation of the school's annual budget and plan

Title I funds as well as other monies are budgeted and plan for expenditure based on the Goals developed for that school year.

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

No SAC funds were needed to fulfill the 15-16 School Improvement Plan. Funds were used from other Title Program funds.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bowe, Tamra	Instructional Coach
Gorman, Brenda	Instructional Coach
Keating, Julie	Teacher, ESE
Ospina, Nicole	Instructional Coach
McFee, Donna	Assistant Principal
Gerschick, Krista	Instructional Coach
Thornton, Kelly	Principal
Staruk, Cayce	Assistant Principal
Johnson, Amy	Instructional Coach
Lee, Krystle	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT focuses on the continued implementation of Florida Standards with an emphasis on differentiation of instruction through the science and social studies content areas of the daily Literacy Block. Instructional Coaches provide mentoring, coaching, professional development and push-in assistance to teaches in K-5th grades.

D. 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).

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

During faculty meetings teachers participate in Team Building activities and protocol structures. Weekly grade level Professional Learning Communities (PLC) are held during the school year. During the PLC meetings teachers review data and answer the following 2 out of the 4 PLC driven questions: Question 3. How will we respond when they don't learn? Question 4. How will we respond when they already know it? Data drives these learning communities as teachers work together to enhance their teaching for the mastery of skills for ALL students. In addition to PLCs, teachers meet during a common planning period once a week to plan for learning in their classrooms. Grade level chairs work to bring a common ground and to build relationships among their team members.

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

To recruit highly quarlified teachers, the School District offers a Job Fair for Principals to meet and interview perspective candidates for employment. The Principal and Principal's secretary attend the scheduled event. To retain highly qualified teachers the school offers many Professional Development opportunities to support teacher needs. The A.P.P.L.E.S. Mentor Program is also provided for new teachers to the profession. Academic Support Teachers are employed to provide additional assistance to teachers and students. Three Teacher Leaders (TL) are provided through the TIF (Teachers Incentive Fund) Grant. These teachers provide school-wide modeling, coaching and Professional Development to

all teachers. The number one expectation of the Teacher Leaders is to assist teachers in raising their performance evaluation scores.

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

Mentor teachers must complete the Clinical Education Course and have a minimum of 4 years teaching experience. The Mentor must complete 3 formative observations including pre and post conferences, IPDP development and support, weekly consultation with teacher, lesson planning, consultations and preparation, targeted teaching strategies and support, classroom managment support, staff development needs, modeling and coaching, coordination with PLC Teams, coordination with Teacher Leader/Mentor Administrator, quarterly reflective meeting with administator, teacher leader and developing professional, collaboration with other district mentors, attend required district mentor meetings/trainings, and maintain a mentoring log. Mentees are paired with Mentors that have experiences within the same grade level when possible.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school has trained all teachers in the use of the district Academic Plan. The Plan created at the district level by educators meets all Florida Standards. It identifies the standards to be taught, resources available and assessments to be administered. Our school utilizes Kagan Cooperative Learning Structures and Thinking Maps. By embedding these vetted programs in our teaching, students are developing Higher Order Thinking Skills with each standard taught.

b. Instructional Strategies

1. 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.

At our school we employee 3 Teacher Leaders and 2 Academic Coaches. These teachers focus a large portion of their day on working directly with students that are in jeopardy of not meeting grade level expectations. They also provide on-level and above-level students with challenging lessons in addition to the instruction given by the classroom teacher. Modeling and coaching are used throughout the school to ensure all educators have their needs met as well. Teachers conduct daily formative assessments to gather an understanding of how students are moving toward mastery of standards. Summative checkpoints are given at the end of a concept to gain knowledge of student mastery. During weekly PLCs teachers exam data to identify students and skills still needing to be taught. The knowledge they gain through PLC meetings drives their instruction to teach and meet the needs of ALL students. Differentiated lessons are used daily in all classrooms.

2. 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: After School Program

Minutes added to school year:

n/a

Strategy Rationale

n/a

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

n/a

2. Student Transition and Readiness

a. 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).

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

Open House was held on a Saturday to accommodate more parents schedules. Each Spring incoming Kindergarten parents are encouraged to schedule a school tour prior to making their choice for school enrollment. Families are encouraged to bring all children when attending school-wide events, for example, Marvelous Monday in the Media is a time that families are encouraged to bring all family members to visit the school and to check out books.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment
The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   The students of Treeline Elementary School will demonstrate learning gains in science.

G2.   All stakeholders will be provided a safe environment for teaching and learning while on the campus of Treeline Elementary.

Strategic Goals Detail

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

G1. The students of Treeline Elementary School will demonstrate learning gains in science. 1a

🔑 G082910

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal 3

- Human Resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Compass Learning

- Science Textbooks

- PSELL materials

- Safari Montage

Plan to Monitor Progress Toward G1. 8

Summative assessments will be documented in Performance Matters. Formative assessments will monitored through teacher data and lesson plan documentation of standards being taught.

Person Responsible

Kelly Thornton

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans and Performance Matters will be available for review to document the teaching of the standards and the success of the students. Student grades can be viewed in FOCUS.

G2. All stakeholders will be provided a safe environment for teaching and learning while on the campus of Treeline Elementary. 1a

🔍 G082911

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal 3

- Adequate supervision of all students during recess.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional human resources.
- Additional playground purchased.

Plan to Monitor Progress Toward G2. 8

By adding additional personnel the desire is to reduce the number of student incidents during recess time.

Person Responsible
Kelly Thornton

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Clinic passes and incident reports

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. The students of Treeline Elementary School will demonstrate learning gains in science. 1

🔑 G082910

G1.B4 Human Resources 2

🔑 B219795

G1.B4.S1 STEM teacher will be hired. 4

🔑 S232083

Strategy Rationale

We will implement a STEM program into our specials activity rotations to provide additional time for science instruction.

Action Step 1 5

All students K-5 will attend STEM class during their activities rotation schedule.

Person Responsible

Kelly Thornton

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

schedule, lesson plans, walk throughs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Walk throughs, lesson plans

Person Responsible

Kelly Thornton

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrators will conduct walk through observations to monitor the fidelity of the STEM classes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

5th grade students will take science progress monitoring assessments at the end of each quarter.

Person Responsible

Donna McFee

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Performance Matters data will be collected at the end of each quarter to progress monitor 5th grade students successes and needs.

G2. All stakeholders will be provided a safe environment for teaching and learning while on the campus of Treeline Elementary. 1

🔑 G082911

G2.B1 Adequate supervision of all students during recess. 2

🔑 B219796

G2.B1.S1 Reorganize human resources to provide an additional person in highly populated recess areas. 4

🔑 S232084

Strategy Rationale

By reorganizing human resources it allows for additional staff to supervise during recess.

Action Step 1 5

Non-classroom teachers will be assigned to highly populated recess areas each day.

Person Responsible

Kelly Thornton

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Schedules in Google Docs

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

Monthly leadership meeting with grade level chairs.

Person Responsible

Kelly Thornton

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Minutes and agendas from meetings.

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

Administrators meeings

Person Responsible

Kelly Thornton

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Minutes from the meeing

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M300381	Summative assessments will be documented in Performance Matters. Formative assessments will...	Thornton, Kelly	8/10/2016	Lesson plans and Performance Matters will be available for review to document the teaching of the standards and the success of the students. Student grades can be viewed in FOCUS.	5/26/2017 weekly
G2.MA1 🔍 M300384	By adding additional personnel the desire is to reduce the number of student incidents during...	Thornton, Kelly	8/10/2016	Clinic passes and incident reports	5/26/2017 quarterly
G1.B4.S1.MA1 🔍 M300379	5th grade students will take science progress monitoring assessments at the end of each quarter.	McFee, Donna	8/26/2016	Performance Matters data will be collected at the end of each quarter to progress monitor 5th grade students successes and needs.	5/26/2017 quarterly
G1.B4.S1.MA1 🔍 M300380	Walk throughs, lesson plans	Thornton, Kelly	8/10/2016	Administrators will conduct walk through observations to monitor the fidelity of the STEM classes.	5/26/2017 biweekly
G1.B4.S1.A1 🔍 A296882	All students K-5 will attend STEM class during their activities rotation schedule.	Thornton, Kelly	8/10/2016	schedule, lesson plans, walk throughs	5/26/2017 biweekly
G2.B1.S1.MA1 🔍 M300382	Administrators meeings	Thornton, Kelly	8/10/2016	Minutes from the meeing	5/26/2017 monthly
G2.B1.S1.MA1 🔍 M300383	Monthly leadership meeting with grade level chairs.	Thornton, Kelly	8/10/2016	Minutes and agendas from meetings.	5/26/2017 monthly
G2.B1.S1.A1 🔍 A296883	Non-classroom teachers will be assigned to highly populated recess areas each day.	Thornton, Kelly	8/10/2016	Schedules in Google Docs	5/26/2017 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	All students K-5 will attend STEM class during their activities rotation schedule.	$0.00
2	G2.B1.S1.A1	Non-classroom teachers will be assigned to highly populated recess areas each day.	$0.00
		Total:	**$0.00**