

Lake County Schools

Treadway Elementary School



2016-17 Schoolwide Improvement Plan

Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

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

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 | No | 75% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 34% |

School Grades History

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

**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 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>.

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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 Treadway Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | 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.

Our school strives to be a culturally diverse community of students, parents and staff, dedicated to creating a safe environment in which each person is treated with unconditional positive regard and acceptance. All students will be empowered and inspired to reach their full academic potential in preparation of college and career readiness.

b. Provide the school's vision statement.

Treadway Elementary School Bears, "Where small PAWS make BIG impressions! More than anything we want our students to:

B---Believe in themselves and do their personal best every day.

E--- Engage in 21st century learning every day (communicating, collaborating, being creative, and thinking critically) including the use of technology.

A---Actively participate in the learning process and take ownership of their educational journey.

R--- Respect themselves, each other, and adults and be held accountable through the consistent implementation of positive behavior strategies.

S---Strive for excellence and don't settle for less.

2. School Environment

a. 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.

b. 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. Duece the Anti-Bully Dog, an anti-bullying assembly, is scheduled for Pre K-5th grade students within the first 12 weeks of the school year. 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.

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.

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.

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.

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 implemented a mentoring program between the community and our students called "PEACE." This program 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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 | 4 | 25 | 20 | 23 | 15 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 104 |
| One or more suspensions | 0 | 3 | 5 | 4 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Course failure in ELA or Math | 10 | 3 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 18 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

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

Attendance: Use in house resources Guidance Counselor's and other support staff such as Social Workers, to follow up and develop proper action plans such as MTSS or other proper individual support mechanisms to increase presence at school and to ensure success in the classroom
 Suspensions: Development of a suspension reduction plan and other interventions at school, such as push ins by administrative staff or other consequences such as loss of privileges and after school detentions or tutoring to assist with keeping the student in the classroom to learn.
 Course Failure/Level 1: Use in school tutoring resources to assist students in a more individual environment to dig in and ensure success on the standards being taught or build skills to ensure success in current classes and future statewide assessments.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. 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.

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.

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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 |
|-------------------|---------------------|
| Christidis, Cindy | Principal |
| Werner, Stacia | Other |
| | Instructional Coach |
| King, Venessa | Assistant Principal |
| Clark, Scott | Dean |

b. Duties

1. 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 and Dean: 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.

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 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 once a week to plan for instruction using the FCIM model, Florida Standards, Lake County Schools Blueprints, Test Specs 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---\$4,800.00

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 and Test Specs 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 the team 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, RTI plans, ESE Plans, Behavior Plans, or Before and After School Tutoring.

Title 1 Tutoring for Homeless Students

SAI---\$9,271.00

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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Ivelysse Rosa | Teacher |
| Cindy Christidis | Principal |
| Stephanie Glass | Parent |
| Maggie Hewson | Education Support Employee |
| Robin Mitchell | Business/Community |
| Joyce Coufal | Parent |
| Amy Eigsti | Parent |
| Jenni Stinson | Parent |
| Carrie Toma | Parent |
| Stacy Farr | Parent |
| Monica VanSant | Parent |
| Patricia Nix | Business/Community |
| LaVae Athey | Teacher |
| Julie Cook | Education Support Employee |
| Desiree Lawrence | Teacher |
| Thomas Hall | Teacher |
| Jennifer Graves | Teacher |
| Pamela Sanders | Teacher |
| Ida Scheinfeld | Education Support Employee |

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

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

b. 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.

c. 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.

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

SAI Funds---\$9,271.00: used for hiring teachers for before and after school tutoring for reading, writing, and math and purchasing supplies for tutoring.

Programs such as Write Score will be purchased.

Collaborative Time Funds---\$4,789.06

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 |
|-------------------|---------------------|
| Christidis, Cindy | Principal |
| | Instructional Coach |
| Werner, Stacia | Instructional Coach |
| King, Venessa | Assistant Principal |

b. Duties

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

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.

In addition to the Literacy Leadership Team, Treadway has a Literacy Leadership Committee which is comprised of teachers. The members of this committee are Mrs. Dillon, Mrs. Mann, Mrs. Athey, Mrs. Watkins, Miss Hollingsworth, Mrs. Vroman, Miss O'Rourke, Mrs. Sanders, Ms. Ersch, Mrs. Ambrose, Mrs. Coleman, Mrs. Treadway.

D. Public and Collaborative Teaching

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

1. 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 trainings involving teaching students in poverty, being culturally responsive, and emotion regulation. During pre-planning, the Curriculum Resource Teacher and Literacy Coach provided professional development in blueprints. 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.

2. 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.

3. 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: Ms. Charlton will be paired with Mrs. Feezor. Mrs. Weeks will be paired with Miss Brinkley. Mr. Beach will be paired with Mrs. Gray. Mrs. Rosa will be paired with Mrs. Heim. Mr. Keesee will be paired with Mrs. Colas. Mrs. Huchingson will be paired with Mrs. Tasker. Mrs. Kelly will

be paired with Mrs. Parisoe. Mrs. Piora will be paired with Mrs. Bass. Mrs. Sanders will be paired with Mrs. Clemence. Mrs. Davis will be paired with Mrs. Beach. Mrs. Post will be paired with Mrs. Brown. 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.

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 Leadership Team attended a two day Summer Leadership Institute with district leaders which addressed standards aligned instruction. The Curriculum Resource Teacher (CRT) and Literacy Coach have attended district lead professional development on Lake County Schools English Language Arts and Mathematics Blueprint documents which have resources and materials aligned to the Florida Standards. The CRT and Literacy Coach provided school-wide professional development during pre-planning week on how to access the LCS ELA and Math Blueprint documents and how to access the Test Item Specification documents which are linked in to the blueprints.

Grade level, subject specific teachers attended district provided professional development related to standards-aligned instruction during pre-planning week. First, third, and fifth grade teachers attended math content training which addressed standards taught within the first nine weeks. Strategies were brought back and shared with grade level teams within common planning sessions to implement into lesson plans. Teachers will attend follow-up math content training professional development two more times during the school year.

Teachers attend weekly common planning sessions with members of the leadership team to plan for instruction. During this time, curriculum documents and test item specification documents are utilized to ensure that assessments and daily lessons are aligned to the Florida Standards. The leadership team works closely between teachers and district program specialist to make sure the instructional programs and materials used within the classrooms and across the school align to rigor of the Florida Standards. District adopted textbooks such as Reading Wonders, Pearson Envision, and Pearson Science are utilized in grades K-5. School provided resources from Curriculum Associates Ready Florida MAFS and LAFS are utilized in grades 2-5. i-Ready Math and i-Station Reading computer-based programs which are research based and have standards correlations are implemented in grades K-5.

Weekly walk-throughs are conducted by the leadership team 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. MTSS process tracks student progress compared to the other students in the class.

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.

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 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 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.

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: Before School Program

Minutes added to school year: 1,200

A before school tutoring program will be implemented for grades 4 and 5 in the content area of writing. Lower quartile students will have the opportunity to attend morning tutoring sessions in writing. 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 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

Werner, Stacia, werners1@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 STAMS and STARS resource program will be used to address standards that need remediation. Diagnostic information will help teachers determine which lessons students need to work with from the program. Cost of materials approximately \$1,500.00.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Werner, Stacia, werners1@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

Werner, Stacia, werners1@lake.k12.fl.us

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

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

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. Â§ 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.

Treadway Elementary School has two Pre-K units on campus. Students 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 their child. 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. Right before school starts Kindergarten teachers administer a Kindergarten Beginning Skills Inventory on each incoming kindergartner to determine readiness.

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.

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. Â§ 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" 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.** In all content areas, teachers will understand, plan for, implement, and differentiate standards-based instruction, with high level of rigor and expectation.

- G2.** By utilizing Early Warning Signs data and support from stakeholders, Treadway Elementary School will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.

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. In all content areas, teachers will understand, plan for, implement, and differentiate standards-based instruction, with high level of rigor and expectation. 1a

G086777

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------------|---------------|
| FSA ELA Achievement | 61.0 |
| ELA/Reading Gains District Assessment | 80.0 |
| FSA Mathematics Achievement | 70.0 |
| Math Gains District Assessment | 80.0 |
| FCAT 2.0 Science Proficiency | 64.0 |

Targeted Barriers to Achieving the Goal 3

- Varying levels of teacher content knowledge.
- Inconsistent use in best practices for standards-based instruction in all content areas.
- Disconnect between planning rigorous lessons and implementation into instructional practice.
- Not meeting all students' academic needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Instructional Dean, CRT, Literacy Coach, Blueprints, Scope and Sequence, Test Specs, Eduphoria, i-Ready, i-Station, FSA data, Thinking Maps

Plan to Monitor Progress Toward G1. 8

i-Station, i-Ready, LSA Science Data, Standards Mastery Checklist Data will be collected and analyzed during Leadership Team meetings, common planning, and data chats.

Person Responsible

Cindy Christidis

Schedule

Monthly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Assessment data and changes to action plan based on data.

G2. By utilizing Early Warning Signs data and support from stakeholders, Treadway Elementary School will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1a

G086778

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Attendance Below 90% | 80.0 |
| One or More Suspensions | 15.0 |

Targeted Barriers to Achieving the Goal 3

- We do not have a system in place for reviewing data and developing action steps.
- Lack of consistent school-wide strategies for promoting positive behavior.
- Excessive out-of-school suspensions due to behavior infractions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, CRT, Literacy Coach, Instructional Dean, Guidance Counselors, EWS, PBS, Eduphoria, DecisionED

Plan to Monitor Progress Toward G2. 8

EWS data, Attendance Data, PBS data will be collected and analyzed during weekly Leadership Team meetings and monthly faculty meetings.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Data results and changes on action plan based on data.

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. In all content areas, teachers will understand, plan for, implement, and differentiate standards-based instruction, with high level of rigor and expectation. **1**

 G086777

G1.B1 Varying levels of teacher content knowledge. **2**

 B230677

G1.B1.S1 We will implement content-specific professional development opportunities and facilitated support to increase teacher content knowledge to assist in the delivery of standards-based instruction.

4

 S243361

Strategy Rationale

If we implement content-specific professional development opportunities and facilitated support to increase content knowledge, then teachers will have opportunities to gain a deeper understanding of the full intent of the standards.

Action Step 1 **5**

Create and establish a professional development plan that addresses content-specific areas with identified facilitated support, implementation expectations, and expected products.

Person Responsible

Venessa King

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Rigorous standards-based lessons, CWT, TEAM

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

Develop and utilize leadership schedule for attending common planning to support implementation of instructional strategies learned through professional development.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Professional Development Plan, Sign-In Sheets, CWT, and TEAM

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

Leadership Team will attend weekly planning sessions and conduct weekly CWT's to measure impact of professional development on teacher content knowledge.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

CWT tool, Collaborative Planning sign-in sheet/minutes, Lesson Plan

G1.B2 Inconsistent use in best practices for standards-based instruction in all content areas. 2

B230678

G1.B2.S1 We will implement facilitated collaborative common planning once a week to support teachers' planning and delivery of standards-based instruction. 4

S243362

Strategy Rationale

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for consistent standards-based instruction and evaluate student work products.

Action Step 1 5

Create and establish a collaborative common planning schedule with identified facilitator, clearly defined protocols, planning timeframe, and expected products.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Rigorous standards-aligned lessons, CWT, and sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Develop and utilize administrative schedule for attending and supporting common planning weekly.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Schedule for Support

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership Team will conduct weekly CWTs to measure impact of collaborative planning on increasing best practices for standards-based instruction.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

CWT data, TEAM data

G1.B3 Disconnect between planning rigorous lessons and implementation into instructional practice. 2

 B230679

G1.B3.S1 We will implement a leadership team classroom walk-through tool, walkthrough schedule, specific look-fors and targeted specific feedback to track fidelity of standards-based lesson implementation within classrooms. 4

 S243363

Strategy Rationale

If we implement a plan to support teachers through targeted specific feedback from classroom walk-through data, the connection between planning and implementing standards-based lessons will increase.

Action Step 1 5

Create and establish a leadership team walkthrough schedule and tool with established look-fors and give targeted feedback to teachers in regards to standards-based lesson implementation within their classrooms.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

CWT data, TEAM, Collaborative Planning, Feedback Forms

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Develop and utilize a leadership team meeting schedule where CWT data is discussed and action steps for supporting specific teachers in improving their instructional practice are devised.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

CWT data, TEAM, and Sign-In Sheet/Agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership Team will attend weekly common planning sessions and conduct weekly CWT's to measure impact of targeted specific feedback on increasing implementation of standards-based lessons.

Person Responsible

Cindy Christidis


Schedule

Weekly, from 8/3/2016 to 5/24/2017


Evidence of Completion

CWT data, TEAM data

G1.B4 Not meeting all students' academic needs. **2**

 B230680

G1.B4.S1 We will implement a professional development plan to build teachers' knowledge of and strategies for meeting students' needs and teaching students of poverty. **4**

 S243364

Strategy Rationale

If we implement a professional development plan to increase teacher knowledge of how to meet students' needs, the teachers will gain a deeper understanding of strategies to support students' varying academic needs.

Action Step 1 **5**

Create and establish a professional development plan to address meeting the diverse needs of our students, which includes Culturally Responsive Instruction, Eric Jensen's Poverty in Mind Series, and Emotion Regulation.

Person Responsible

Stacia Werner

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Sign-In Sheets, Professional Development Plan and Schedule, Collaborative Planning

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

Develop and utilize administrative schedule for monitoring professional development trainings and implementation into classroom practice.

Person Responsible

Venessa King

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Professional Development Plan, Sign-In Sheets, CWT, TEAM

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

Leadership Team will attend collaborative common planning and conduct CWT's to measure the impact of professional development on instructional strategies to meet students' needs.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

CWT data, TEAM data

G2. By utilizing Early Warning Signs data and support from stakeholders, Treadway Elementary School will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1

G086778

G2.B1 We do not have a system in place for reviewing data and developing action steps. 2

B230681

G2.B1.S1 We will implement a plan to monitor early warning signs to assist in the development of action steps to target our areas of concern. 4

S243365

Strategy Rationale

If we implement a plan to monitor, support, and create action steps in regards to our Early Warning Signs data, then we will increase on-task student behaviors resulting in academic achievement.

Action Step 1 5

Create and establish weekly leadership meetings with specific agenda item related to Early Warning Signs data, where identified EWS point person, will collaborate and share clearly defined products with the leadership team.

Person Responsible

Cindy Christidis

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Agenda/Sign-In Sheet, discipline data, attendance data, and grades.

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

Develop and utilize administrative schedule for weekly leadership meetings where we will review EWS data.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Agenda, Sign-In, Data, Schedule Meeting Plan

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

Leadership meetings will be held weekly to review and analyze EWS data for reduction in suspensions and increase in attendance.

Person Responsible

Cindy Christidis


Schedule

Weekly, from 8/3/2016 to 5/24/2017


Evidence of Completion

EWS data

G2.B2 Lack of consistent school-wide strategies for promoting positive behavior. **2**

 B230682

G2.B2.S1 We will implement a plan for on-going professional development which addresses the demographic needs of our school. **4**

 S243366

Strategy Rationale

If we implement professional development providing strategies addressing the demographic needs of our school, then teachers will be better prepared to meet the academic needs of all students.

Action Step 1 **5**

PLC on Engaging and Teaching Children with Poverty in Mind by Eric Jensen.

Person Responsible

Cindy Christidis

Schedule

Daily, from 8/3/2016 to 5/24/2017

Evidence of Completion

Sign-In Sheets, Powerpoint, Videos, Handouts

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Develop and utilize administrative schedule for delivering and facilitating professional development.

Person Responsible

Cindy Christidis

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Professional development plan, CWT, TEAM, Sign-In

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team will conduct classroom walkthroughs looking for student engagement and positive interactions between students and teachers.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

CWT data, EWS data

G2.B3 Excessive out-of-school suspensions due to behavior infractions. 2

 B230683

G2.B3.S1 We will implement a discipline plan and provide professional development to address targeted behaviors. 4

 S243367

Strategy Rationale

If we implement, monitor and support a discipline plan and we provide professional development, then we will reduce suspensions resulting in more active engagement and student achievement.

Action Step 1 5

A discipline plan will be implemented and monitored to create a positive and supportive environment.

Person Responsible

Venessa King

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Discipline Ladder, Early Warning Signs data, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

EWS data and the Suspension Reduction Plan will be collected and analyzed during leadership meetings and data chats.

Person Responsible

Venessa King

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Agenda, Sign-In Sheet, EWS Data, Suspension Reduction Plan

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Leadership Team will conduct weekly CWTs to measure impact of discipline plan and professional development.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2016 to 5/24/2017






Evidence of Completion

EWS data, CWT data

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 M326111 | i-Station, i-Ready, LSA Science Data, Standards Mastery Checklist Data will be collected and... | Christidis, Cindy | 8/15/2016 | Assessment data and changes to action plan based on data. | 5/24/2017 monthly |
| G2.MA1 M326118 | EWS data, Attendance Data, PBS data will be collected and analyzed during weekly Leadership Team... | Christidis, Cindy | 8/3/2016 | Data results and changes on action plan based on data. | 5/24/2017 weekly |
| G1.B1.S1.MA1 M326103 | Leadership Team will attend weekly planning sessions and conduct weekly CWT's to measure impact of... | Christidis, Cindy | 8/3/2016 | CWT tool, Collaborative Planning sign-in sheet/minutes, Lesson Plan | 5/24/2017 weekly |
| G1.B1.S1.MA1 M326104 | Develop and utilize leadership schedule for attending common planning to support implementation of... | Christidis, Cindy | 8/3/2016 | Professional Development Plan, Sign-In Sheets, CWT, and TEAM | 5/24/2017 weekly |
| G1.B2.S1.MA1 M326105 | Leadership Team will conduct weekly CWTs to measure impact of collaborative planning on increasing... | Christidis, Cindy | 8/3/2016 | CWT data, TEAM data | 5/24/2017 weekly |
| G1.B2.S1.MA1 M326106 | Develop and utilize administrative schedule for attending and supporting common planning... | Christidis, Cindy | 8/3/2016 | Schedule for Support | 5/24/2017 weekly |
| G1.B2.S1.A1 A314861 | Create and establish a collaborative common planning schedule with identified facilitator, clearly... | Christidis, Cindy | 8/3/2016 | Rigorous standards-aligned lessons, CWT, and sign-in sheet | 5/24/2017 weekly |
| G1.B3.S1.MA1 M326107 | Leadership Team will attend weekly common planning sessions and conduct weekly CWT's to measure... | Christidis, Cindy | 8/3/2016 | CWT data, TEAM data | 5/24/2017 weekly |
| G1.B3.S1.MA1 M326108 | Develop and utilize a leadership team meeting schedule where CWT data is discussed and action steps... | Christidis, Cindy | 8/3/2016 | CWT data, TEAM, and Sign-In Sheet/ Agenda | 5/24/2017 weekly |
| G1.B3.S1.A1 A314862 | Create and establish a leadership team walkthrough schedule and tool with established look-fors and... | Christidis, Cindy | 8/3/2016 | CWT data, TEAM, Collaborative Planning, Feedback Forms | 5/24/2017 weekly |
| G1.B4.S1.MA1 M326109 | Leadership Team will attend collaborative common planning and conduct CWT's to measure the impact... | Christidis, Cindy | 8/3/2016 | CWT data, TEAM data | 5/24/2017 weekly |
| G1.B4.S1.MA1 M326110 | Develop and utilize administrative schedule for monitoring professional development trainings and... | King, Venessa | 8/3/2016 | Professional Development Plan, Sign-In Sheets, CWT, TEAM | 5/24/2017 weekly |
| G1.B4.S1.A1 A314863 | Create and establish a professional development plan to address meeting the diverse needs of our... | Werner, Stacia | 8/3/2016 | Sign-In Sheets, Professional Development Plan and Schedule, Collaborative Planning | 5/24/2017 weekly |
| G2.B1.S1.MA1 M326112 | Leadership meetings will be held weekly to review and analyze EWS data for reduction in suspensions... | Christidis, Cindy | 8/3/2016 | EWS data | 5/24/2017 weekly |
| G2.B1.S1.MA1 M326113 | Develop and utilize administrative schedule for weekly leadership meetings where we will review EWS... | Christidis, Cindy | 8/3/2016 | Agenda, Sign-In, Data, Schedule Meeting Plan | 5/24/2017 weekly |
| G2.B1.S1.A1 A314864 | Create and establish weekly leadership meetings with specific agenda item related to Early Warning... | Christidis, Cindy | 8/3/2016 | Agenda/Sign-In Sheet, discipline data, attendance data, and grades. | 5/24/2017 monthly |
| G2.B2.S1.MA1 M326114 | Leadership team will conduct classroom walkthroughs looking for student engagement and positive... | Christidis, Cindy | 8/10/2016 | CWT data, EWS data | 5/24/2017 weekly |
| G2.B2.S1.MA1 M326115 | Develop and utilize administrative schedule for delivering and facilitating professional... | Christidis, Cindy | 8/3/2016 | Professional development plan, CWT, TEAM, Sign-In | 5/24/2017 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-------------------|-------------------------------|---|----------------------|
| G2.B2.S1.A1  A314865 | PLC on Engaging and Teaching Children with Poverty in Mind by Eric... | Christidis, Cindy | 8/3/2016 | Sign-In Sheets, Powerpoint, Videos, Handouts | 5/24/2017 daily |
| G2.B3.S1.MA1  M326116 | Leadership Team will conduct weekly CWTs to measure impact of discipline plan and professional... | Christidis, Cindy | 8/10/2016 | EWS data, CWT data | 5/24/2017 weekly |
| G2.B3.S1.MA1  M326117 | EWS data and the Suspension Reduction Plan will be collected and analyzed during leadership... | King, Venessa | 8/3/2016 | Agenda, Sign-In Sheet, EWS Data, Suspension Reduction Plan | 5/24/2017 monthly |
| G2.B3.S1.A1  A314866 | A discipline plan will be implemented and monitored to create a positive and supportive... | King, Venessa | 8/3/2016 | Discipline Ladder, Early Warning Signs data, Sign-in sheets | 5/24/2017 monthly |
| G1.B1.S1.A1  A314860 | Create and establish a professional development plan that addresses content-specific areas with... | King, Venessa | 8/3/2016 | Rigorous standards-based lessons, CWT, TEAM | 5/26/2017 monthly |

V. Professional Development Opportunities

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

G1. In all content areas, teachers will understand, plan for, implement, and differentiate standards-based instruction, with high level of rigor and expectation.

G1.B1 Varying levels of teacher content knowledge.

G1.B1.S1 We will implement content-specific professional development opportunities and facilitated support to increase teacher content knowledge to assist in the delivery of standards-based instruction.

PD Opportunity 1

Create and establish a professional development plan that addresses content-specific areas with identified facilitated support, implementation expectations, and expected products.

Facilitator

Dawn Brown

Participants

Treadway Elementary School Teachers

Schedule

Monthly, from 8/3/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----------|--------------------|--|--|----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Create and establish a professional development plan that addresses content-specific areas with identified facilitated support, implementation expectations, and expected products. | | | | \$10,478.10 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | | 0241 - Treadway Elementary School | Other | | \$9,030.84 |
| | | | <i>Notes: Instructional Teachers for Reading, Math, Writing Tutoring Funded through SAI dollars.</i> | | | |
| | 5100 | | 0241 - Treadway Elementary School | Other | | \$240.16 |
| | | | <i>Notes: Curriculum Associates STARS & STAMS Tutoring Materials Funded through SAI</i> | | | |
| | 5100 | | 0241 - Treadway Elementary School | Other | | \$1,207.10 |
| | | | <i>Notes: Curriculum Associates STARS & STAMS Tutoring Materials</i> | | | |
| 2 | G1.B2.S1.A1 | Create and establish a collaborative common planning schedule with identified facilitator, clearly defined protocols, planning timeframe, and expected products. | | | | \$4,789.06 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | | 0241 - Treadway Elementary School | General Fund | | \$4,789.06 |
| | | | <i>Notes: Collaborative Planning</i> | | | |
| 3 | G1.B3.S1.A1 | Create and establish a leadership team walkthrough schedule and tool with established look-fors and give targeted feedback to teachers in regards to standards-based lesson implementation within their classrooms. | | | | \$0.00 |
| 4 | G1.B4.S1.A1 | Create and establish a professional development plan to address meeting the diverse needs of our students, which includes Culturally Responsive Instruction, Eric Jensen's Poverty in Mind Series, and Emotion Regulation. | | | | \$0.00 |
| 5 | G2.B1.S1.A1 | Create and establish weekly leadership meetings with specific agenda item related to Early Warning Signs data, where identified EWS point person, will collaborate and share clearly defined products with the leadership team. | | | | \$0.00 |
| 6 | G2.B2.S1.A1 | PLC on Engaging and Teaching Children with Poverty in Mind by Eric Jensen. | | | | \$775.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0241 - Treadway Elementary School | | | \$0.00 |
| | | | <i>Notes: Notes</i> | | | |

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| | | | | | | |
|---|-------------|---|--|--------------|---------------|--------------------|
| | 5100 | | 0241 - Treadway Elementary School | General Fund | | \$775.00 |
| | | | <i>Notes: Eric Jensen Video Series</i> | | | |
| 7 | G2.B3.S1.A1 | A discipline plan will be implemented and monitored to create a positive and supportive environment. | | | | \$0.00 |
| | | | | | Total: | \$16,042.16 |