

Lake County Schools

Treadway Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Treadway Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 believes in growth for all students. We do this by developing the academic skills, habits of mind, and character traits necessary to complete the next step in their educational journey.

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's motto this year is Treadway Upgraded, where if you Believe It, you can Achieve It!

In an effort to upgrade how we learn about our students' cultures and build relationships between teachers and students, many family engagement activities will be held this year. Prior to the first day of school, students and families are invited to attend Meet the Teacher Night, where families and students can acclimate themselves to the school, classroom, and spend some time interacting with the teacher. Families are invited back for a variety of family engagement events which will allow the partnership and relationships between school and home to grow. Interaction between the family and school provide opportunities to gain knowledge about the cultures represented throughout the school. Teachers work collaboratively with guidance department to review student information 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.

On the first day of school, Treadway upgraded how students were greeted by having community and business partners join our faculty and staff in welcoming each student with a "High-5" as they entered campus. Students are greeted and welcomed each day by administrators and campus monitors with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. In addition to faculty and staff monitoring, Treadway Elementary also has a group of student leaders who are designated as safety patrols who assist our students in getting to class safely each day. Students are greeted by their teacher at the door as they arrive to class each day.

During the day, administrators are visible throughout the school. Treadway Elementary has established Standard Operating Procedures, or S.O.P.'s, to set the expectations students should demonstrate when in common areas and school events. These procedures are shared out at the beginning of the year and implemented school-wide.

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. 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. There is a school-wide procedure for reporting bullying for students, parents, faculty, and staff. 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. Just as students entered the school greeted by faculty and staff, students are dismissed with the same regard. Kindergarten and first grade students are escorted by teachers to designated dismissal areas. Safety patrols are in place, to lead by example, and offer support to students as they make their way to designated dismissal areas. 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. The School Advisory Council (SAC) gives input towards this model. We have universal expectations that are posted and highly visible around our school campus. All faculty, staff, and students are trained and 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 problem-solving process of PBS. Once the infraction report is full, four infractions of the same nature, the teacher will complete a discipline referral for an administrator to address with students and parents as an additional part of the problem-solving process.

As part of our behavior modification process, we have created a Third Grade Experience as part of our Specials Wheel, where school guidance counselors develop and deliver lessons on character traits, test taking strategies, and citizenship. Counselors are assigned to specific grade levels and move up with those grade levels to build trusting relationships with students and parents.

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.

We have created a Third Grade Experience as part of our Specials Wheel, where school guidance counselors develop and deliver lessons on character traits, test taking strategies, and citizenship. Counselors are assigned to specific grade levels and move up with those grade levels to build trusting relationships with students and parents. Counselors work with students within their assigned grade levels to support social-emotional needs through classroom, small group, and individual lessons.

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." In addition to the PEACE program, struggling students will be assigned to a school-based leadership team member, who will serve as a mentor on campus that can support students. Both of these mentoring programs will assist students 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	20	21	20	26	19	27	0	0	0	0	0	0	0	133
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

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, detentions during lunch and specials, 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. Organizing mentoring groups with Leadership team to help focus on the students' needs, extra tutoring, and utilizing a check-in/out system to monitor students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/440311>.

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.

Treadway Elementary builds and sustains partnerships with the local community and its members in a number of different ways. School driven community groups such as SAC and Parent Teacher Organization(PTO) support students by coordinating school events, fundraising, and donating incentives. Treadway Elementary's Family School Liaison works collaboratively with community business partners and local organizations to gain support for our students and families. Local businesses and community groups also support Treadway Elementary 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 Elementary by working with students, assisting teachers, supporting PTO, and chaperoning on class field trips. Treadway Elementary School 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

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	Instructional Coach
	Instructional Coach
King, Venessa	Assistant Principal
Faile, David	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 staffing meetings 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. Works collaboratively with the leadership team, support facilitation, and resource teachers, in order to meet the needs of all of our students.

Potential Specialist: Monitors the Early Warning Signs Data and lower quartile students. Assists with Discipline and helps monitors behaviors by implementing student check-in/out system. Works with Family School Liason with assisting the needs of students.

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 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 Learning Walk Tool. 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---\$4,740.00

These funds will be used to pay for writing teams and substitutes to provide collaborative planning time for the grade level teams to collaborate and plan using the iPD Lesson Study Model for acceleration opportunities for 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 authentic literacy experiences, complex text, and accountable talk is incorporated in their daily instruction.

The MTSS Problem Solving Team, which consists of Guidance Counselors, Literacy Coach, and Curriculum Resource Teacher, 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 remediation 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-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 I Part C Migrant Program supports migrant students making sure students have school supplies and resources available to support their academic needs. Tutoring is available to these students as an additional resource. Guidance Counselor frequently monitors this group of students and their needs. District Program Specialist also monitors and checks on these students to make sure their needs are being met.

Title II PD

Title I, Part A Funds are used to support students' academic needs by providing funding for additional

instructional positions to provide interventions for students in the lowest quartile. Additional teacher assistants are also hired from this funding to support student learning under teacher supervision using research-based programs and instructional practices. These funds also support our Family Resource Center, where our Family School Liaison, works with supporting engagement of students and families in school activities and programs. This position also promotes community outreach for families and recruits community support for our school. This program also provided funding for extended learning opportunities with after-school tutoring for students who need additional support.

SAI--\$10, 239.00

These funds will be allocated for purchasing Florida Performance Coach Reading Practice Books and FSA Assessment Practice Books to be used to provide aligned practice and remediation opportunities for all students in 3rd, 4th, and 5th Grade for acceleration in reading.

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
Maggie Hewson	Education Support Employee
Joyce Coufal	Parent
Jenni Stinson	Parent
LaVae Athey	Teacher
Julie Cook	Education Support Employee
Jennifer Graves	Teacher
Pamela Sanders	Teacher
Angela Stalnaker	Parent
Annalisa D'Attoma	Parent
Renee Sims	Parent
Breanne Davis	Parent
Carrie Moore	Parent
Jacqueline Russell	Teacher
Yanitza Rodriguez	Parent
Kari Carrisquillo	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. The School Improvement Plan for 2016-2017 was presented at the September meeting and approved by the SAC for implementation. Mid-year progress was reviewed with SAC. At the last meeting of the year, suggestions and ideas from SAC members and stakeholders were taken to help guide decision making for the 2017-2018 Family Engagement Plan and School Improvement Plan.

b. Development of this school improvement plan

Student data in regards to attendance, behavior, and academics was reviewed by the Leadership Team and SAC to determine needs of the school for the upcoming year. Collaboration with Federal Programs Department, specifically with Title I, allowed us to explore options being utilized in other successful schools within our district.

These ideas were brought back and shared with stakeholders through SAC, faculty meetings, and annual Title I Parent Involvement Meeting. The leadership team and teachers collaborated on developing goals based on student data and school needs. A consensus was reached and the plan was developed. The plan will be shared by the Principal and Curriculum Resource Teacher with Stakeholders for discussion and input. SAC Members will be 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 for approval by SAC.

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

Administration develops budgets and plans based on routine, academic, and safety needs. Stakeholders are given an opportunity to give suggestions through SAC Meetings and Annual Parent Involvement Planning Meeting (Family Engagement) to be considered, if budget allows. 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.

Treadway was not a Title I school the 2016-2017 school year. The funds allocated to SAC for school improvement were in the amount of: \$1,561.27

For 2016-2017 school year, purchases made from these funds were for Renaissance Accelerated Reader Program for lower grade levels in the amount of \$1,207.44. Unspent & returned supply money split between schools in the amount of \$1,446.24 was allocated to this fund. Balance at the end of the 2016-2017 school year was \$1,923.32.

For 2017-2018, the SAC voted unanimously to expend \$1,200.00 for the use of Lake Sumter State College's gymnasium for our 5th Grade Promotion Ceremony. Our school facility does not have a space large enough to hold the fifth grade class and the expected attendees for this event. SAC funds will also pay \$879.12 for Renaissance Accelerated Reader for the lower grade levels.

For the 2016-2017 school year Supplemental Academic Instruction (SAI) Funds were used to hire teachers for before and after school instructional tutors.

For the 2017-2018 school year, Treadway will receive funding from Title I for before/after school tutoring. Therefore, SAI Funds---\$10,239.00 will be used to purchase Florida Performance Coach Supplemental Reading Practice and FSA Assessment Practice Books for use with 3rd, 4th, and 5th grade students to provide practice and acceleration opportunities to all students.

For the 2016-2017 school year, Collaborative Time Funds were used to provide substitutes for collaborative plan time during the day where teachers could work on planning lessons aligned to standards.

For 2017-2018, Collaborative Time Funds---\$4,740.00 will be used for planning and delivery of standards-based instruction using iPD Lesson Study Model.

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
Faille, David	Dean

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 ensure 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 the planning process to incorporate higher order questioning, with the implementation of reading complex text, using accountable talk, and writing in response 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. The Write Score program is purchased to progress monitor writing for third through fifth grade. The Core Connections program is being introduced for all grade levels to ensure that quality writing instruction is ongoing and consistent across the grade levels. To motivate students in the area of reading, incentives such as dog tags, certificates, AR prizes, and field trips 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. Peterson, Mrs. Ambrose, Miss O'Rourke, Ms. Kirksey, Mrs. Vroman, Mrs. Harlee, Ms. Osborn, and Mrs. Tasker.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 introduced new faculty members and established the expectations and goals for the year. During pre-planning, grade level teams met with leadership team to address specific grade level information and establish needs for the year. Mondays are designated Common 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. Additional collaborative planning time will be established throughout the year for grade levels to participate in lessons study opportunities where they plan, deliver, and refine lessons to be used in the classroom.

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. Administrators will attend teacher recruitment events within the local area to recruit highly qualified teachers to our campus.

The Leadership Team will refer to the Teacher Induction Resource Guide to guide the support of our new teachers. The Literacy Coach and Curriculum Resource Teacher held a new teacher orientation prior to the start of the year and established mentors and buddies for each new teacher on campus. 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 New Teacher and TQR Program at Treadway Elementary and will be responsible for resources and curriculum assistance. Each first year teacher will be assigned a District New Teacher Coach who will serve as a support and resource to the teacher.

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. The Literacy Coach and Curriculum Resource Teacher will establish a classroom visitation schedule for new teachers to conduct learning walks and then debrief sessions where instructional practice and classroom management strategies can be discussed.

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 and buddy. Mentors support the new teacher with instructional support and strategies.

Mentor Buddies will help the new teacher become familiar with the school, it's culture, student body, rules, opportunities, and challenges. The mentors share 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 learning walks to determine the strengths and weaknesses of all teachers, then prescribes specific professional development classes, as needed. 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.

Mentor Pairings are as follows for the 2017-1018 School Year:

Teacher Mentor Buddy

Jessica Buss Dawn Brown Kayli Tasker

Sarah Oradat Dawn Brown Kayli Tasker

Amy Ruddick Kayli Tasker

Maggie Slight Shannon Bass Kathy Heim

Brooke Malloy Chelsea Bernier Dawn Brown

Samantha Cardella Lori Vroman Dawn Brown

Martha Preller Amy Clemence Shannon Bass

Jordan Ryals Desiree Lawrence Melissa Dillon

Carren Leader-Matthew Jennifer Conover

Taylor Kirksey Marivel Filippini

Miles Gibson Kelly Baldwin Shannon Bass

Pat Peterson Michelle Mann

Jueanette Harlee Melissa Dillon

Jackie Russell Melissa Dillon

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 Administrative Team attended a two day Summer Leadership Institute with district leaders which addressed standards aligned instruction. The Administrative Team met with Leadership Team to disseminate information in regards to the focus of what we teach, how we teach, and authentic literacy. 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. They will continue to meet each month with district curriculum program specialist to gain additional insight on instructional programs and materials in an effort to support teachers with instruction. Select teachers from each grade level attended Lake County Schools Standards Academy which was held during the summer. 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. Two grade level math teacher per grade 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 computer-based programs which are research based and have standards correlations are implemented in grades K-5. Weekly learning walks 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-Ready (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 or enrichment lessons to support differentiated instruction which meets their needs. Students who are in MTSS will attend PAWS with MTSS Intervention Teachers to receive intervention support in math with Curriculum Associates STAMS program and in reading with SIPPS, Read Naturally, or Junior Great Books Non-Fiction Inquiry. 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 Core Connections, 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 Core Connections and 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. In addition to reading and math tutoring, science tutoring will be available to 5th grade students. Students will be given the opportunity to attend the session that most fits their needs for either reading, math, science, or combination of two. Tutoring for K-2nd grade students will be available through additional federal funds which support Homeless and ELL students. These programs will focus on reading foundations and will use the SIPPS program to increase reading abilities. Students will also have access to i-Ready Math Computer Program during this time.

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 in 3rd Grade. Florida Support Coach will be used for 4th and 5th grade ELA/Reading Tutoring. Motivation Math will be used for 4th and 5th grade Math Tutoring students. Diagnostic information will help teachers determine which lessons students need to work with from the program. Estimated cost of materials to support these supplemental programs for intervention is: \$5,452.00 provided through District Title I Funds.

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 diagnostic data 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Kindergarten teachers administer a Kindergarten Beginning Skills Inventory and conduct FLKRS (Star Early Literacy) 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** With high expectations, teachers will plan and deliver standards based instruction and authentic literacy experiences by implementing reading, writing, thinking, and talking in every lesson every day.
- G2.** With high expectations, faculty and staff will create and support a positive school culture and climate where students and families are welcomed and engaged in learning.
- G3.** With high expectations, teachers and instructional support teams will plan and deliver data-driven instruction through intervention and acceleration opportunities.

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. With high expectations, teachers will plan and deliver standards based instruction and authentic literacy experiences by implementing reading, writing, thinking, and talking in every lesson every day. 1a

G097938

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
ELA/Reading Gains District Assessment	65.0
Math Gains District Assessment	65.0
Statewide Science Assessment Achievement	55.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Literacy Coach, Curriculum Resource Teacher, Curriculum Blueprints, Test Item Specifications, Collaborative Planning Structure, Progress Monitoring Data, Science Boot Camp Program Resources, Ready Program Resources, Envision Resources, Write Score Data, Core Connections Professional Development, Summer Writing Teams.

Plan to Monitor Progress Toward G1. 8

Assessment data from i-Ready Reading and Math Progress Monitoring, Lake Standards Assessment 5th Grade Science, Write Score, and Unit Assessments will be collected and analyzed during leadership team meetings, common planning, and teacher data chats.

Person Responsible

Stacia Werner

Schedule

On 5/24/2018

Evidence of Completion

Data from i-Ready Reading and Math Assessments, LSA Science Data, Write Score Data, Unit Assessment Data

G2. With high expectations, faculty and staff will create and support a positive school culture and climate where students and families are welcomed and engaged in learning. 1a

G097939

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	90.0
School Climate Survey - Staff	90.0
School Climate Survey - Student	90.0
School Climate Survey - Parent	90.0
Attendance rate	90.0
One or More Suspensions	5.0
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal 3

- Limited human and financial resources to implement culturally embedded engagement opportunities and support to families, students, and teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Family School Liaison, Potential Specialist, New Teacher Mentors & Buddies, Title I Funding, Curriculum Resource Teacher, Literacy Coach, Instructional Dean, School Secretary, Social Media Apps, Family Engagement Nights, Title I Family Engagement Professional Development, Lowest Quartile Mentors, Updated School Webpage

Plan to Monitor Progress Toward G2. 8

Participation and feedback in relation to family engagement events, EWS data, Learning Walk data, and RSVP and social media interaction data will be collected, monitored, and analyzed during leadership meetings.

Person Responsible

Cindy Christidis

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign-In Sheets and RSVP's, EWS data, Learning Walk data, and participation on social media and webpage

G3. With high expectations, teachers and instructional support teams will plan and deliver data-driven instruction through intervention and acceleration opportunities. 1a

G097940

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	65.0
Math Lowest 25% Gains	60.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of individual student support for students with attendance, behavior, and academic concerns.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS Problem Solving Team, MTSS Intervention Teachers, Lowest Quartile Mentor Support Team, Potential Specialist, Data Chats, PAWS Time, Tutoring, Research-Based Programs: SIPPS, Nonfiction Inquiry, Read Naturally, STAMS, i-Ready Math, Reading Workshop Model, Triumph Learning Florida Performance Coach

Plan to Monitor Progress Toward G3. 8

Data from EWS, i-Ready Reading and Math, along with progress monitoring data from SIPPS, Nonfiction Inquiry, and Read Naturally will be used to monitor progress toward meeting goal.

Person Responsible

Venessa King

Schedule

Quarterly, from 9/7/2017 to 5/25/2018

Evidence of Completion

EWS data, i-Ready Reading and Math Data, Progress Monitoring 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. With high expectations, teachers will plan and deliver standards based instruction and authentic literacy experiences by implementing reading, writing, thinking, and talking in every lesson every day. 1

G097938

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. 2

B263317

G1.B1.S1 To support teachers, the Leadership Team will assist the facilitation of a structured weekly, collaborative plan time. We will use progress monitoring data, curriculum blue prints, test item specifications, Core Connections, Science Boot Camp, i-Ready, and Envision resources to plan standard-based lessons that contain authentic literacy experiences and accountable talk. 4

S278876

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Cindy Christidis

Schedule

On 5/21/2018

Evidence of Completion

Schedule, Norms, List of Protocols, Deliverables

Action Step 2 5

Develop a professional development plan and provide professional development to support teachers with standards-based instruction and instructional best practices.

Person Responsible

Stacia Werner

Schedule

Monthly, from 8/3/2017 to 5/28/2018

Evidence of Completion

Professional Development Schedule

Action Step 3 5

Utilize Collaborative Planning Funds to provide professional development with the iPD Lesson Study Model to develop standards-aligned lessons in the content areas of ELA and Math.

Person Responsible

Cindy Christidis

Schedule

Quarterly, from 7/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, agenda, Debrief reflection from team

Action Step 4 5

Develop writing teams that will address the planning and delivery of standards based instruction and authentic literacy experiences in all content areas.

Person Responsible

Stacia Werner

Schedule

Annually, from 7/1/2017 to 6/30/2018

Evidence of Completion

Agenda, PowerPoint, Focus Calendars

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

Develop and utilize administrative schedule for attending and supporting common planning and conducting classroom learning walks to monitor implementation of strategies utilized from PD and items developed from lesson study and writing teams.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2017 to 5/21/2018

Evidence of Completion

Agenda, Attendance, Lesson Plans, Learning Walk Data

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

Leadership team will conduct weekly Learning Walks to measure impact of common planning on increasing identified instructional look-fors.

Person Responsible

Cindy Christidis

Schedule

On 5/24/2018

Evidence of Completion

Learning Walk Data

G2. With high expectations, faculty and staff will create and support a positive school culture and climate where students and families are welcomed and engaged in learning. 1

G097939

G2.B1 Limited human and financial resources to implement culturally embedded engagement opportunities and support to families, students, and teachers. 2

B263318

G2.B1.S1 Human, financial, and technology resources will be maximized to promote a positive culture and environment by giving support to students, families, and teachers. 4

S278877

Strategy Rationale

If we create a positive school culture where students and families are welcomed and engaged in learning by maximizing human, financial, and technology resources to provide outreach to students, families, and teachers, then we will increase student engagement, family involvement, and teacher retention.

Action Step 1 5

Establish and implement Family Engagement Plan, Family School Liaison position and Family Engagement Center will be supported through Title I funding to promote community outreach opportunities, family engagement events, and offer resources and support to students and families. Professional development will be provided to faculty by Title I Specialist in regards to increasing Family Engagement and utilizing this resource.

Person Responsible

Stacia Werner

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Calendar of Events, Annual Parent Meeting, Sign-In Sheets

Action Step 2 5

Potential Specialist position will be established one day a week to monitor Early Warning Signs data, increase attendance and reduce behaviors by establishing contact to families and offering supports in these areas.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

EWS data, daily communication/responsibility log

Action Step 3 5

Create and establish a new teacher mentoring program with identified vision, monthly scheduled PLC meetings, and coaching cycle protocols.

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Cub Club Mentor Notebook, Learning Walk Data

Action Step 4 5

Establish and promote communication tools available to increase stakeholder engagement through hard copy flyers, social media apps, email communication, telephone call outs, monthly newsletters, and updated school webpage.

Person Responsible

Stacia Werner

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Flyers, RSVP, Sign In Sheets

Action Step 5 5

Establish a behavior incentive program through Positive Behavior Support (PBS) that offers positive reinforcement opportunities each nine weeks for students who maintain positive behavior and meet attendance goals for the nine weeks.

Person Responsible

David Faile

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS behavior and attendance reports, List of students who may attend Bearbehavior Incentive Parties

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

Develop and utilize leadership meetings with agenda items to debrief on family engagement events, new teacher support, attendance and behavior data, success with communication tools, and areas related to climate and culture action steps.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership Meeting Agenda

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

Leadership team will conduct weekly leadership meetings to debrief on family engagement activities and participation, EWS data, New Teacher Learning Walks, and communication between school and home.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign-In Sheets, EWS data, Learning Walk Forms, Hardcopy and electronic proof of communication.

G3. With high expectations, teachers and instructional support teams will plan and deliver data-driven instruction through intervention and acceleration opportunities. 1

G097940

G3.B1 Lack of individual student support for students with attendance, behavior, and academic concerns.

2

B263319

G3.B1.S1 We will implement intervention and acceleration opportunities based on data to support students' needs. 4

S278878

Strategy Rationale

If we implement intervention and acceleration opportunities based on individual data to support students' needs, there will be an increase in attendance and achievement, and a reduction in negative behaviors.

Action Step 1 5

Create and establish a data chat schedule with identified facilitator, clearly defined protocols, professional development on data-driven instruction, and expected outcomes.

Person Responsible

Venessa King

Schedule

On 5/24/2018

Evidence of Completion

Data Chat Calendar Dates, PowerPoint with Protocols, PD Hand-outs, and Assessment Data

Action Step 2 5

Create and establish a MTSS Weekly Meeting Schedule with identified facilitator, clearly defined protocols, professional development on MTSS, and expected products.

Person Responsible

Stacia Werner

Schedule

On 5/30/2018

Evidence of Completion

MTSS Schedule, Protocols and Flow Charts, MTSS Forms

Action Step 3 5

MTSS Intervention Support Teachers will facilitate interventions for students in Tier 2 and Tier 3 MTSS to close achievement gaps in reading and math.

Person Responsible

Venessa King

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

MTSS Fidelity and Progress Monitoring Documentation

Action Step 4 5

Establish a Potential Specialist position one day a week to monitor Early Warning System data and work with students with behavior and attendance issues.

Person Responsible

Cindy Christidis

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS data

Action Step 5 5

Establish review and practice opportunities to build stamina with reading grade level passages with standards-aligned comprehension to accelerate student achievement.

Person Responsible

Schedule

Weekly, from 11/6/2017 to 4/27/2018

Evidence of Completion

Learning walks will be conducted to see that resource is being utilized according to lesson plans.

Action Step 6 5

To increase attendance and participation with after school tutoring, establish public school bus transportation from school to home for students attending tutoring.

Person Responsible

Stacia Werner

Schedule

On 4/6/2018

Evidence of Completion

Tutoring Attendance Rosters and Transportation List

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

Learning Walks, Leadership Team Meetings will be conducted by administration and leadership team to monitor the fidelity of action step implementation. Weekly MTSS Problem Solving Team meetings will be held to monitor implementation of student interventions with classroom teachers and interventionists with a log of students discussed during these meetings. Notes will be taken during data chats in regards to each grade level and areas of need. Attendance and Pre/Post Data will be collected for after-school tutoring.

Person Responsible

Venessa King

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Learning Walk Documentation, Leadership Meeting Agenda, MTSS Log, Data Chat Notes

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

Periodic review of individual student progress will be conducted in Wednesday MTSS Meetings and/or monthly data chat meetings between MTSS Problem Solving Team, MTSS Intervention Team, Classroom Teacher, and Administration to determine if student academic needs are being met.

Person Responsible

Stacia Werner

Schedule

Weekly, from 9/7/2017 to 5/25/2018







Evidence of Completion

Progress Monitoring Fidelity Forms and Student 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
2018					
G3.B1.S1.A6 A375764	To increase attendance and participation with after school tutoring, establish public school bus...	Werner, Stacia	10/16/2017	Tutoring Attendance Rosters and Transportation List	4/6/2018 one-time
G3.B1.S1.A5 A375763	Establish review and practice opportunities to build stamina with reading grade level passages with...		11/6/2017	Learning walks will be conducted to see that resource is being utilized according to lesson plans.	4/27/2018 weekly
G1.B1.S1.MA1 M406133	Develop and utilize administrative schedule for attending and supporting common planning and...	Christidis, Cindy	8/10/2017	Agenda, Attendance, Lesson Plans, Learning Walk Data	5/21/2018 weekly
G1.B1.S1.A1 A375750	Create and establish a common planning schedule with identified facilitator, clearly defined...	Christidis, Cindy	8/14/2017	Schedule, Norms, List of Protocols, Deliverables	5/21/2018 one-time
G1.MA1 M406134	Assessment data from i-Ready Reading and Math Progress Monitoring, Lake Standards Assessment 5th...	Werner, Stacia	9/15/2017	Data from i-Ready Reading and Math Assessments, LSA Science Data, Write Score Data, Unit Assessment Data	5/24/2018 one-time
G1.B1.S1.MA1 M406132	Leadership team will conduct weekly Learning Walks to measure impact of common planning on...	Christidis, Cindy	8/10/2017	Learning Walk Data	5/24/2018 one-time
G2.B1.S1.A2 A375755	Potential Specialist position will be established one day a week to monitor Early Warning Signs...	Christidis, Cindy	8/10/2017	EWS data, daily communication/ responsibility log	5/24/2018 weekly
G2.B1.S1.A3 A375756	Create and establish a new teacher mentoring program with identified vision, monthly scheduled PLC...		8/10/2017	Cub Club Mentor Notebook, Learning Walk Data	5/24/2018 monthly
G2.B1.S1.A4 A375757	Establish and promote communication tools available to increase stakeholder engagement through hard...	Werner, Stacia	8/10/2017	Flyers, RSVP, Sign In Sheets	5/24/2018 weekly
G3.B1.S1.A1 A375759	Create and establish a data chat schedule with identified facilitator, clearly defined protocols,...	King, Venessa	8/31/2017	Data Chat Calendar Dates, PowerPoint with Protocols, PD Hand-outs, and Assessment Data	5/24/2018 one-time
G2.MA1 M406137	Participation and feedback in relation to family engagement events, EWS data, Learning Walk data,...	Christidis, Cindy	8/10/2017	Sign-In Sheets and RSVP's, EWS data, Learning Walk data, and participation on social media and webpage	5/25/2018 monthly
G3.MA1 M406140	Data from EWS, i-Ready Reading and Math, along with progress monitoring data from SIPPS,...	King, Venessa	9/7/2017	EWS data, i-Ready Reading and Math Data, Progress Monitoring Data	5/25/2018 quarterly
G1.B1.S1.A3 A375752	Utilize Collaborative Planning Funds to provide professional development with the iPD Lesson Study...	Christidis, Cindy	7/10/2017	Lesson plans, agenda, Debrief reflection from team	5/25/2018 quarterly
G2.B1.S1.MA1 M406135	Leadership team will conduct weekly leadership meetings to debrief on family engagement activities...	Christidis, Cindy	8/3/2017	Sign-In Sheets, EWS data, Learning Walk Forms, Hardcopy and electronic proof of communication.	5/25/2018 weekly
G2.B1.S1.MA1 M406136	Develop and utilize leadership meetings with agenda items to debrief on family engagement events,...	Christidis, Cindy	8/10/2017	Leadership Meeting Agenda	5/25/2018 weekly
G2.B1.S1.A5 A375758	Establish a behavior incentive program through Positive Behavior Support (PBS) that offers positive...	Faile, David	8/10/2017	EWS behavior and attendance reports, List of students who may attend Bearhavior Incentive Parties	5/25/2018 quarterly
G3.B1.S1.MA1 M406138	Periodic review of individual student progress will be conducted in Wednesday MTSS Meetings and/or...	Werner, Stacia	9/7/2017	Progress Monitoring Fidelity Forms and Student Data	5/25/2018 weekly
G3.B1.S1.MA1 M406139	Learning Walks, Leadership Team Meetings will be conducted by administration and leadership team to...	King, Venessa	8/10/2017	Learning Walk Documentation, Leadership Meeting Agenda, MTSS Log, Data Chat Notes	5/25/2018 weekly

Lake - 0241 - Treadway Elementary School - 2017-18 SIP
Treadway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A3  A375761	MTSS Intervention Support Teachers will facilitate interventions for students in Tier 2 and Tier 3...	King, Venessa	8/10/2017	MTSS Fidelity and Progress Monitoring Documentation	5/25/2018 daily
G3.B1.S1.A4  A375762	Establish a Potential Specialist position one day a week to monitor Early Warning System data and...	Christidis, Cindy	8/10/2017	EWS data	5/25/2018 weekly
G1.B1.S1.A2  A375751	Develop a professional development plan and provide professional development to support teachers...	Werner, Stacia	8/3/2017	Professional Development Schedule	5/28/2018 monthly
G3.B1.S1.A2  A375760	Create and establish a MTSS Weekly Meeting Schedule with identified facilitator, clearly defined...	Werner, Stacia	9/7/2017	MTSS Schedule, Protocols and Flow Charts, MTSS Forms	5/30/2018 one-time
G2.B1.S1.A1  A375754	Establish and implement Family Engagement Plan, Family School Liaison position and Family...	Werner, Stacia	8/10/2017	Calendar of Events, Annual Parent Meeting, Sign-In Sheets	5/31/2018 daily
G1.B1.S1.A4  A375753	Develop writing teams that will address the planning and delivery of standards based instruction...	Werner, Stacia	7/1/2017	Agenda, PowerPoint, Focus Calendars	6/30/2018 annually

V. Professional Development Opportunities

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

G1. With high expectations, teachers will plan and deliver standards based instruction and authentic literacy experiences by implementing reading, writing, thinking, and talking in every lesson every day.

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G1.B1.S1 To support teachers, the Leadership Team will assist the facilitation of a structured weekly, collaborative plan time. We will use progress monitoring data, curriculum blue prints, test item specifications, Core Connections, Science Boot Camp, i-Ready, and Envision resources to plan standard-based lessons that contain authentic literacy experiences and accountable talk.

PD Opportunity 1

Develop a professional development plan and provide professional development to support teachers with standards-based instruction and instructional best practices.

Facilitator

Core Connections Consultant: Michele Miller will provide PD on Reading and Writing and connecting them together.

Participants

2nd, 3rd, 4th, 5th, and ESE Resource Teachers and Leadership Team

Schedule

Monthly, from 8/3/2017 to 5/28/2018

PD Opportunity 2

Utilize Collaborative Planning Funds to provide professional development with the iPD Lesson Study Model to develop standards-aligned lessons in the content areas of ELA and Math.

Facilitator

Melissa Carli will provide initial iPD Lesson Study PD to participants. This will provide capacity for Leadership Team Members to build capacity and deliver for future teams.

Participants

Literacy Coach, Curriculum Resource Teacher, 2nd, 3rd, 4th, and 5th Grade ELA and Math Content Area Teachers will participate in Professional Development and Collaborative Planning sessions.

Schedule

Quarterly, from 7/10/2017 to 5/25/2018

PD Opportunity 3

Develop writing teams that will address the planning and delivery of standards based instruction and authentic literacy experiences in all content areas.

Facilitator

Shannon Bass and Dawn Brown will provide professional development in regards to LCS scope and sequence documents, blueprints, Florida Standards, and supplemental curriculum materials and resources.

Participants

3rd, 4th, and 5th Grade ELA and Math Content Area Teachers

Schedule

Annually, from 7/1/2017 to 6/30/2018

G2. With high expectations, faculty and staff will create and support a positive school culture and climate where students and families are welcomed and engaged in learning.

G2.B1 Limited human and financial resources to implement culturally embedded engagement opportunities and support to families, students, and teachers.

G2.B1.S1 Human, financial, and technology resources will be maximized to promote a positive culture and environment by giving support to students, families, and teachers.

PD Opportunity 1

Establish and implement Family Engagement Plan, Family School Liaison position and Family Engagement Center will be supported through Title I funding to promote community outreach opportunities, family engagement events, and offer resources and support to students and families. Professional development will be provided to faculty by Title I Specialist in regards to increasing Family Engagement and utilizing this resource.

Facilitator

District Title I Program Specialist-Maria Torres

Participants

Faculty

Schedule

Daily, from 8/10/2017 to 5/31/2018

G3. With high expectations, teachers and instructional support teams will plan and deliver data-driven instruction through intervention and acceleration opportunities.

G3.B1 Lack of individual student support for students with attendance, behavior, and academic concerns.

G3.B1.S1 We will implement intervention and acceleration opportunities based on data to support students' needs.

PD Opportunity 1

Create and establish a data chat schedule with identified facilitator, clearly defined protocols, professional development on data-driven instruction, and expected outcomes.

Facilitator

Venessa King

Participants

K-5 Teachers

Schedule

On 5/24/2018

PD Opportunity 2

Create and establish a MTSS Weekly Meeting Schedule with identified facilitator, clearly defined protocols, professional development on MTSS, and expected products.

Facilitator

MTSS Problem Solving Team

Participants

Teachers

Schedule

On 5/30/2018

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 common planning schedule with identified facilitator, clearly defined protocols, planning time frame, and expected products.				\$3,112.83
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0241 - Treadway Elementary School	Title, I Part A		\$3,112.83
			<i>Notes: materials to support standards instruction in ELA, Math, Science, such as non-fiction text, math manipulatives, and science materials.</i>			
2	G1.B1.S1.A2	Develop a professional development plan and provide professional development to support teachers with standards-based instruction and instructional best practices.				\$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0241 - Treadway Elementary School	General Fund		\$2,400.00
			<i>Notes: 2 Sessions Beginning of Year Core Connections Training</i>			
	6400	310-Professional and Technical Services	0241 - Treadway Elementary School	Title, I Part A		\$2,400.00
			<i>Notes: 2 Sessions Mid Year Core Core Connections Training</i>			
	6400	750-Other Personal Services	0241 - Treadway Elementary School	Title, I Part A		\$2,800.00
			<i>Notes: Substitutes for Load Bearing Teachers attending Core Connections Training Mid Year</i>			
	5100	390-Other Purchased Services	0241 - Treadway Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: printing of curriculum aligned with Florida Standards</i>			
3	G1.B1.S1.A3	Utilize Collaborative Planning Funds to provide professional development with the iPD Lesson Study Model to develop standards-aligned lessons in the content areas of ELA and Math.				\$4,755.99
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0241 - Treadway Elementary School	Other		\$360.00
			<i>Notes: Collaborative Funding Writing Team for iPD Collaborative Planning Lesson Study</i>			
	6300	210-Retirement	0241 - Treadway Elementary School	Other		\$28.69
			<i>Notes: Collaborative Funding Writing Team Retirement</i>			
	6300	750-Other Personal Services	0241 - Treadway Elementary School	Other		\$27.54

Lake - 0241 - Treadway Elementary School - 2017-18 SIP
Treadway Elementary School

			<i>Notes: Collaborative Funding Writing Team Social Security</i>			
	6300	240-Workers Compensation	0241 - Treadway Elementary School	Other		\$2.20
			<i>Notes: Collaborative Funding Writing Team Worker's Comp</i>			
	6400	750-Other Personal Services	0241 - Treadway Elementary School	Other		\$4,250.00
			<i>Notes: Collaborative Funding Substitutes</i>			
	6400	220-Social Security	0241 - Treadway Elementary School	Other		\$61.63
			<i>Notes: Medicare</i>			
			0241 - Treadway Elementary School	Other		\$25.93
			<i>Notes: Worker's Comp</i>			
4	G1.B1.S1.A4	Develop writing teams that will address the planning and delivery of standards based instruction and authentic literacy experiences in all content areas.				\$8,253.42
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0241 - Treadway Elementary School	School Improvement Funds		\$879.12
			<i>Notes: Purchase licenses for 1st Grade Renaissance Accelerated Reader</i>			
	6300	120-Classroom Teachers	0241 - Treadway Elementary School	Title, I Part A		\$7,374.30
			<i>Notes: Summer Writing Teams to work on planning for standards- based instruction by aligning curriculum materials and resources.</i>			
5	G2.B1.S1.A1	Establish and implement Family Engagement Plan, Family School Liaison position and Family Engagement Center will be supported through Title I funding to promote community outreach opportunities, family engagement events, and offer resources and support to students and families. Professional development will be provided to faculty by Title I Specialist in regards to increasing Family Engagement and utilizing this resource.				\$16,646.90
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000		0241 - Treadway Elementary School	School Improvement Funds		\$1,200.00
			<i>Notes: Facility Usage Fee to use Lake Sumter State College Gymnasium for 5th Grade Promotion Ceremony</i>			
	6150	120-Classroom Teachers	0241 - Treadway Elementary School	Title, I Part A		\$3,429.94
			<i>Notes: Teachers Instructing Parent Workshops</i>			
	6150	160-Other Support Personnel	0241 - Treadway Elementary School	Title, I Part A		\$374.85
			<i>Notes: Teacher Assistants for Child Care and Translation for specific academic content family engagement workshops.</i>			

Lake - 0241 - Treadway Elementary School - 2017-18 SIP
Treadway Elementary School

	6150	160-Other Support Personnel	0241 - Treadway Elementary School	Title, I Part A		\$6,442.11
			<i>Notes: Family School Liaison Position</i>			
	6150	330-Travel	0241 - Treadway Elementary School	Title, I Part A		\$200.00
			<i>Notes: FSL Travel within county to pick up supplies or donations for Family Engagement Activities</i>			
	6150	510-Supplies	0241 - Treadway Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Resources and materials for families to support student learning at home. Food provided for families at family engagement events.</i>			
6	G2.B1.S1.A2	Potential Specialist position will be established one day a week to monitor Early Warning Signs data, increase attendance and reduce behaviors by establishing contact to families and offering supports in these areas.				\$0.00
7	G2.B1.S1.A3	Create and establish a new teacher mentoring program with identified vision, monthly scheduled PLC meetings, and coaching cycle protocols.				\$0.00
8	G2.B1.S1.A4	Establish and promote communication tools available to increase stakeholder engagement through hard copy flyers, social media apps, email communication, telephone call outs, monthly newsletters, and updated school webpage.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0241 - Treadway Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Outside Printing for Family Engagement</i>			
	6150	510-Supplies	0241 - Treadway Elementary School	Title, I Part A		\$200.00
			<i>Notes: supplies for printing brochures, flyers, handouts for family engagement.</i>			
9	G2.B1.S1.A5	Establish a behavior incentive program through Positive Behavior Support (PBS) that offers positive reinforcement opportunities each nine weeks for students who maintain positive behavior and meet attendance goals for the nine weeks.				\$0.00
10	G3.B1.S1.A1	Create and establish a data chat schedule with identified facilitator, clearly defined protocols, professional development on data-driven instruction, and expected outcomes.				\$0.00
11	G3.B1.S1.A2	Create and establish a MTSS Weekly Meeting Schedule with identified facilitator, clearly defined protocols, professional development on MTSS, and expected products.				\$0.00
12	G3.B1.S1.A3	MTSS Intervention Support Teachers will facilitate interventions for students in Tier 2 and Tier 3 MTSS to close achievement gaps in reading and math.				\$236,304.08
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0241 - Treadway Elementary School	Title, I Part A		\$235,252.86
			<i>Notes: 3 MTSS Instructional Teachers, 3 MTSS Teacher Assistants</i>			

Lake - 0241 - Treadway Elementary School - 2017-18 SIP
Treadway Elementary School

	5100	750-Other Personal Services	0241 - Treadway Elementary School	Title, I Part A		\$1,051.22
			<i>Notes: substitutes for extended absences of MTSS Intervention Teachers</i>			
13	G3.B1.S1.A4	Establish a Potential Specialist position one day a week to monitor Early Warning System data and work with students with behavior and attendance issues.				\$11,348.48
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6190	130-Other Certified Instructional Personnel	0241 - Treadway Elementary School	Title, I Part A		\$11,348.48
			<i>Notes: Potential Specialist</i>			
14	G3.B1.S1.A5	Establish review and practice opportunities to build stamina with reading grade level passages with standards-aligned comprehension to accelerate student achievement.				\$7,830.13
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0241 - Treadway Elementary School	Other	450.0	\$7,830.13
15	G3.B1.S1.A6	To increase attendance and participation with after school tutoring, establish public school bus transportation from school to home for students attending tutoring.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	0241 - Treadway Elementary School	Title, I Part A		\$9,000.00
			<i>Notes: 7930-Buses for academics (tutoring)</i>			
					Total:	\$308,551.83