

Lake County Schools

Treadway Elementary School



2019-20 Schoolwide Improvement Plan

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Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

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

Demographics

Principal: Venessa King

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (51%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school is 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 to reach their full potential in preparation for college and career readiness.

Provide the school's vision statement.

Treadway Elementary School believes in growth for all students. Our purpose is to educate all students to their highest social and academic potential.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
King, Venessa	Principal	Plans, organizes and implements all School Board goals and objectives; executes all activities toward achievement of established goals and objectives; develops and implements School policies and procedures. Provides effective leadership to the assigned elementary school community in fulfilling the goals and objectives as such relates to the short and long-range initiatives of the School Board.
		Plans, directs, and conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems and other school related issues; interprets and ensures all district policies, State Statutes, and State Board Rules are adhered to.
		Participates in the recruiting, screening, hiring, training, assigning, and evaluating of the school's personnel; supervises and evaluates the performance of all personnel annually, according to board policy.
		Assumes responsibility for all official school correspondence, media releases, and keeps the Superintendent or his designee abreast of school activities and concerns.
		Develops and participates in School Advisory Councils, Parent-Teacher Organizations, and other community groups promoting the enhancement and development of school programs; develops positive school/community relations.
		Directs and manages the guidance program and curriculum to enhance individual student education and development; supervises the school's teaching process, i.e., master schedule and teaching assignments based on student needs.
		Leads and manages the development of personnel through training, in-service, and other developmental activities that are linked to student results, the School Improvement Plan, Florida Code of Ethics, Principals of Professional Conduct, Individual Professional Development plans, etc.
Harris, Deborah K.	Assistant Principal	Plans, prepares, and analyzes an annual school budget request and monitors the expenditures of allocated funds.
		To assist 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.

Name	Title	Job Duties and Responsibilities
Prysmont, Holly T.	Instructional Coach	<ol style="list-style-type: none"> 1. Model enthusiasm, commitment and intensity for focused reading instruction 2. Visit classrooms on a daily basis to: <ol style="list-style-type: none"> a. Encourage and support teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction. b. Demonstrate strategies teachers can be using in order to shape instruction. c. Observe and problem solve with teachers on how to overcome student literacy learning obstacles. d. Model Scientific Based Reading Research. e. Work directly with students. 3. Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. 4. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks. 5. Facilitate grade level or team meetings focusing on the accomplishment of the reading benchmarks. 6. Continually upgrade literacy and instructional knowledge and skills. 7. Provide coordination by assisting with scheduling and orientation of new teachers to reading instruction . 8. Report student assessment data to the principal, the central office Reading Program Specialist, the Testing and Evaluation Office and others as designated. 9. Ensure effective communication with the Principal, Asst. Principal, and central office Reading Program Specialist. 10. Assist teachers with analysis and instructional use of student formative reading data.
New, Tammy	School Counselor	<p>Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.</p> <p>Organizes and schedules time and work assignments to carry out the school guidance program.</p> <p>Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.</p> <p>Works with students in individual, group and classroom guidance settings.</p> <p>Demonstrates skills that lead to effective conferencing/counseling with students, parents and other professionals.</p> <p>Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns.</p>

Name	Title	Job Duties and Responsibilities
		<p>Consults with administrators, teachers, parents, and other agencies involved in meeting student needs.</p> <p>Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success.</p> <p>Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records.</p> <p>Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation.</p>
Osburn-Rapp, Amy	School Counselor	<p>Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.</p> <p>Organizes and schedules time and work assignments to carry out the school guidance program.</p> <p>Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.</p> <p>Works with students in individual, group and classroom guidance settings.</p> <p>Demonstrates skills that lead to effective conferencing/counseling with students, parents and other professionals.</p> <p>Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns.</p> <p>Consults with administrators, teachers, parents, and other agencies involved in meeting student needs.</p> <p>Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success.</p> <p>Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records.</p> <p>Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation.</p>
Pawlowski, Brant M.	Administrative Support	<p>Enforces adherence to established rules and regulations of the In-school Suspension program and creates an effective climate for learning.</p> <p>Serves as a liaison between the classroom teacher and students assigned to the program to obtain and return the student's daily class work and homework.</p> <p>Communicates appropriate behavior, school rules, and regulations to students in the program.</p> <p>Guides and encourages students to develop a positive attitude toward</p>

Name	Title	Job Duties and Responsibilities
		<p>learning.</p> <p>Assists in the facilitation of the required Youth Mental Health First Aid training for all school employees.</p> <p>Utilizes Youth Mental Health First Aid and makes referrals on students in need of mental health support and services to school or district's mental health personnel.</p> <p>Develops and utilizes a process for follow-up student support.</p> <p>Utilizes data to measure PASS program achievement in solving root causes of student misbehavior and determining overall program success.</p> <p>Utilizes and implements restorative practices.</p> <p>Assists with the implementation and monitoring of Individualized Education, ELL, and 504 Plans for selected students assigned to the class.</p> <p>Communicates with parents and classroom teachers regarding student behavior and progress.</p>
Fields, Stacy C.	Attendance/ Social Work	<p>Coordinates school-based mental health services across all tiers of the MTSS framework.</p> <p>Collaborates with district Mental Health Specialists.</p> <p>Develops, implements and monitors school procedures, in coordination with school-based leadership, to ensure compliance with district Mental Health Plan.</p> <p>Coordinates crisis intervention and prevention for the school.</p> <p>Participates in meetings for at-risk students.</p> <p>Conducts group and individual educational counseling.</p> <p>Provides outreach to parents and community members regarding mental wellness and protective factors.</p> <p>Collaborates with community agencies and links school staff and families to appropriate community services.</p> <p>Partners with LifeStream Behavioral Center for students/families with high-level needs.</p> <p>Provides site-based support and assistance to all school personnel regarding best practices in mental wellness, identifying students at-risk for mental health challenges, and appropriately referring students with high/severe needs.</p> <p>Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.</p> <p>Performs related duties as directed.</p>
Meadows, Melissa C.	Teacher, ESE	<p>Coordinates the collection of all necessary documentation prior to a student being considered for eligibility under an ESE program and/or service.</p> <p>Coordinates the referral, staffing, placement and re-evaluation process for exceptional student education at the school level, i.e., initials, IEP reviews, transfers, verification of placements.</p> <p>Assists and guides ESE Clerical Assistants in maintaining accurate, current ESE records and supporting documentation to reflect appropriate</p>

Name	Title	Job Duties and Responsibilities
		<p>service delivery models and compliance with services as identified on the IEP/EP.</p> <p>Serves as LEA (Local Education Agency) representative at the Speech and Language staffings and IEP meetings.</p> <p>Coordinates articulation meetings for ESE students moving from one organizational level to another.</p> <p>Acts as a resource to the school personnel regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act.</p> <p>Assists schools in implementing all processes required for FTE survey weeks and the federal count and verifies edits generated during FTE survey periods.</p> <p>Assists in identifying, reporting, and correcting IDEA compliance concerns identified internally and externally in accordance with federal, state and local laws, rules, policies and procedures and maintains required certification in the FLDOE Matrix of Services.</p> <p>Collaborates in the development, coordination, and facilitation of training and professional learning relative to ESE and IDEA.</p> <p>Prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data and other sources of district data upon request. Reports progress regularly on ESE Department goals and processes.</p> <p>Mentors and demonstrates evidence-based strategies that are effective with students who are exceptional.</p> <p>Serves as liaison between school personnel and the district ESE staff.</p> <p>Attends workshops, conferences and monthly meetings necessary to maintain and update professional knowledge.</p> <p>Utilizes behaviors consistent with Facilitated IEP training to conduct efficient and productive IEP meetings in which all participants feel valued and heard. Assists staffing committee/IEP team members in developing, implementing, and monitoring progress of IEP goals to ensure IEPs are implemented with fidelity.</p> <p>Utilizes district-wide data management systems to collect and analyze data to inform decisions related to student needs.</p>
Bernier, Chelsea L.	Instructional Coach	<p>Serves as local school curriculum liaison for the K-5 instructional program and coordinates academic events.</p> <p>Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing.</p> <p>Provides data analysis, reports, and supports teachers and leaders.</p> <p>Provides on-site professional development.</p> <p>Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction.</p> <p>Works cooperatively with grade levels and committees on the development and evaluation of instructional programs.</p>

Name	Title	Job Duties and Responsibilities
		<p>Participates on school staffing committees to facilitate appropriate program placement.</p> <p>Assists in the orientation of new K-5 students.</p> <p>Coordinates parent involvement events and activities.</p> <p>Serves as testing coordinator.</p> <p>Supports and mentors new teachers.</p>
Thomas, Simon	Dean	<p>Investigates problems of disciplinary nature, documents information, and reports findings and decisions to appropriate individuals.</p> <p>Works closely with the assistant principal(s), school resource officers, District Security Officer, and local law enforcement agencies and makes referrals as appropriate.</p> <p>Makes periodic tours of campus to ensure that school and school board policies are being enforced.</p> <p>Assists with the enforcement of school board/state attendance policies.</p> <p>Serves as a central resource person for pupil personnel services to include the counsel of students and parents where behavioral problems are involved.</p> <p>Guides students to appropriate school personnel regarding personal and social adjustments and, when necessary, makes appropriate referrals to other school personnel.</p> <p>Assists with the supervision of organized student gatherings and sees that all equipment is operative.</p> <p>Coordinates school bus supervision before and after school.</p> <p>Coordinates the student lunchroom and work duty assignments.</p> <p>Provides strategies to teachers and principals regarding effectiveness in classroom management and pupil control in relation to student behavior.</p> <p>Collaborates with teachers and principals and provides support related to curriculum.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	147	144	144	137	155	152	0	0	0	0	0	0	0	879
Attendance below 90 percent	26	12	21	14	20	14	0	0	0	0	0	0	0	107
One or more suspensions	9	12	12	17	17	18	0	0	0	0	0	0	0	85
Course failure in ELA or Math	11	24	25	32	26	26	0	0	0	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	19	31	29	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	27	22	40	37	55	57	0	0	0	0	0	0	0	238

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	0	2	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 8/27/2019

Prior Year - As Reported**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	3	25	17	14	17	15	0	0	0	0	0	0	0	91
One or more suspensions	1	12	5	11	12	14	0	0	0	0	0	0	0	55
Course failure in ELA or Math	4	18	0	0	2	1	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	5	25	25	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	11	2	1	7	11	0	0	0	0	0	0	0	36

Prior Year - Updated**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	3	25	17	14	17	15	0	0	0	0	0	0	0	91
One or more suspensions	1	12	5	11	12	14	0	0	0	0	0	0	0	55
Course failure in ELA or Math	4	18	0	0	2	1	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	5	25	25	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	11	2	1	7	11	0	0	0	0	0	0	0	36

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	58%	57%	55%	57%	55%
ELA Learning Gains	49%	57%	58%	53%	56%	57%
ELA Lowest 25th Percentile	41%	49%	53%	46%	50%	52%
Math Achievement	67%	60%	63%	58%	61%	61%
Math Learning Gains	62%	56%	62%	55%	57%	61%
Math Lowest 25th Percentile	43%	39%	51%	35%	45%	51%
Science Achievement	52%	54%	53%	51%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	147 (0)	144 (0)	144 (0)	137 (0)	155 (0)	152 (0)	879 (0)
Attendance below 90 percent	26 (3)	12 (25)	21 (17)	14 (14)	20 (17)	14 (15)	107 (91)
One or more suspensions	9 (1)	12 (12)	12 (5)	17 (11)	17 (12)	18 (14)	85 (55)
Course failure in ELA or Math	11 (4)	24 (18)	25 (0)	32 (0)	26 (2)	26 (1)	144 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (5)	31 (25)	29 (25)	79 (55)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	60%	-10%	58%	-8%
	2018	54%	61%	-7%	57%	-3%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	52%	60%	-8%	58%	-6%
	2018	58%	59%	-1%	56%	2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2019	51%	59%	-8%	56%	-5%
	2018	56%	55%	1%	55%	1%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	67%	65%	2%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	73%	61%	12%	64%	9%
	2018	55%	60%	-5%	62%	-7%
Same Grade Comparison		18%				
Cohort Comparison		6%				
05	2019	55%	57%	-2%	60%	-5%
	2018	58%	58%	0%	61%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	56%	-4%	53%	-1%
	2018	55%	54%	1%	55%	0%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	34	37	45	56	42	31				
ELL	38	37		56	59						
BLK	43	41	18	54	45	17	35				
HSP	39	38	39	59	57	50	47				
MUL	68	59		68	65		40				
WHT	56	53	43	71	66	48	60				
FRL	49	48	39	62	58	42	43				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	37	28	37	29	26				
ELL	45	76	80	59	52						
BLK	40	52	40	42	54	36	38				
HSP	42	55	69	56	57	65	35				
MUL	50	71		42	41						
WHT	64	61	50	67	54	44	68				
FRL	54	57	53	58	52	46	50				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	25	30	19	34	21	17				
ELL	36	46	50	46	48	25	31				
BLK	45	44	33	45	44	33	39				
HSP	49	52	57	46	44	33	41				
MUL	52	44		56	50						
WHT	57	55	47	63	59	36	57				
FRL	50	54	49	51	51	34	47				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA Lowest Quartile Learning Gains were the lowest data component this year. The current trend for this component decreased from last year. 2017 – 2018 ELA lowest quartile learning gains were 55% and the 2018 – 2019 ELA lowest quartile learning gains were 41%. Having limited remedial support for our lower quartile students was a contributing factor for this data component becoming our lowest performance area. Our target for this year is for the ELA lowest quartile learning gains is to increase to 58%. We are striving to make these gains by providing more remedial support for the lower quartile and the ESE students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was the ELA Lowest Quartile Learning Gains, which went from 55% in 2017-2018 and decreased to 41% in 2018 – 2019. One of the factors that we believe lead to this decline is that the students that were provided remediation class were our “bubble” students that fell just below average, hoping to be able to close the small academic gap towards their grade level. In addition, the ESE in class support teacher was only servicing our ESE students one time per week, per subject.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The percent of student meeting high standards in ELA showed the greatest negative gap when compared to the state average. The state average was 57% and Treadway's average was 52%. Having little to no extra services for the lower quartile students in this area was a contributing factor towards this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the Math Learning Gains; we went from 54% in 2017-2018 and increased to 62% in 2018-2019. More of an emphasis was placed on project-based learning and Learning walks were implemented for accountability. As well as the continuation of Math remediation classes to help struggling students. We believe that these actions also helped our gains for students meeting high standards in Math which increased from 62% in 2017-18 or 67% in 2018-19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Upon reflecting on the EWS data, attendance was identified as an area of concern, with 107 students exhibiting early warning signs. A secondary concern is course failures in ELA or Math, with 144 students exhibiting early warning signs.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning gains with lower quartile students in ELA
2. Learning gains with lower quartile students in Math
3. Overall Learning Gains in ELA
4. Monitoring of Early Warning Signs with focus on Attendance, Social Emotional Learning & Discipline
5. Students meeting High Standards in Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Standards Based Instruction & High Expectations
Rationale	With high expectations, teachers will plan and deliver standards based instruction and authentic literacy and mathematical experiences. By utilizing the gradual release of responsibility model, with an explicit focus on creating collaborative learning opportunities teachers will incorporate reading, writing, thinking and discussing in every lesson every day. This area of focus was identified as a critical area of need because the data shows a decline in student test scores in Grades 3-5 ELA and 5th grade Science. This area of focus will improve student achievement by ensuring teachers are planning lessons with the district initiative as their guideline. By ensuring that lessons are standards aligned, we will provide students with collaborative, hands on learning experiences resulting in student academic success. Treadway is committed to increasing student achievement by setting high expectations throughout all grade levels and content areas.
State the measurable outcome the school plans to achieve	<p>We expect to see an increase in the following areas:</p> <p>ELA proficiency from 52% to 60% or higher</p> <p>ELA Learning Gains from 49% to 65% or higher</p> <p>ELA Lower Quartile Learning Gains from 41% to 60% or higher</p> <p>Math proficiency from 67% to 72% or higher</p> <p>Math Learning Gains from 62% to 67% or higher</p> <p>Math Lower Quartile Learning Gains from 43% to 55% or higher</p> <p>5th grade Science proficiency from 52% to 60% or higher</p>
Person responsible for monitoring outcome	Venessa King (kingv@lake.k12.fl.us)
Evidence-based Strategy	<p>Utilizing the gradual release model in all subjects in all classes daily.</p> <p>We will be implementing facilitated collaborative planning as an opportunity for teachers and coaches to work together to create standards aligned lessons that accelerate student achievement in ELA/ Reading, Mathematics and Science. Each planning session will be focused around the 4 PLC questions</p> <p>What specifically do we expect all students to learn?</p> <p>How will we know when each student has learned it?</p> <p>How will we respond when students are having difficulty learning?</p> <p>How will we respond when students demonstrate that they have learned?</p> <p>The leadership team will monitor planning and will conduct regular learning walks to make sure what is being planned is implemented with fidelity. The leadership team will discuss results and put plans into action for next steps.</p>
Rationale for Evidence-based Strategy	If we implement standards based lessons, monitor progress, and support teachers and students to the full intent, then through effective teaching strategies and best practices, Treadway will met their intended goals.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focused Collaborative Planning sessions facilitated by the CRT and Literacy Coach 2. Standards based lessons and assignments through MAFS and LAFS curriculum 3. Utilizing the Gradual Release Model (District Initiative) 4. Intentional Learning Walks 5. Common Assessments 6. Science Bootcamp

7. Writing Teams During the school year and summer

8. Teachers will follow progression of County blueprints to make sure all standards are taught

Person Responsible Venessa King (kingv@lake.k12.fl.us)

#2	
Title	Data Driven Intervention & Acceleration
Rationale	Teachers and instructional support team will plan, deliver and monitor, targeted, data-driven instruction through small group, individual interventions and acceleration for all lower quartile, high performing students and subgroups. This focus area was identified as critical based on the analysis of state/district assessments. This focus area will ensure all learning is aligned to the full intent of the standards with evidence based strategies that support the students in their area of deficiency. All strategies will be provided to students with fidelity. The students will be monitored and tracked through student data points and analyzed to determine if progress is being made by teacher collaboration in PLC's and data chats. If students are not making appropriate growth, the MTSS team selects a different research based strategy and the MTSS Coordinator/Interventionist collects and tracks further detailed data.
State the measurable outcome the school plans to achieve	The current trend across grade levels is that students scoring in the lowest quartile in Math and ELA have demonstrated the least amount of gains. Placing importance on increasing math and ELA literacy in our lowest quartile supports overall growth in academics. 60% or higher making learning gains in the bottom quartile in ELA as opposed to 41% 55% or higher making learning gains in the bottom quartile in Math as opposed to 43% Overall learning gains in math, raising the percentage to 67% as opposed to 62% Overall learning gains in ELA raising the percentage to 65% as opposed to 49%.
Person responsible for monitoring outcome	Venessa King (kingv@lake.k12.fl.us)
Evidence-based Strategy	SIPPS will be used to increase reading fluency and comprehension. Small group instruction focused on targeted skills and repetition. Students will be taken through the gradual release process using more modeling and guided practice To monitor these strategies, intervention walks, as well as data analysis of SIPPS mastery assessments will be analyzed weekly by the intervention specialists and discussed by the admin and MTSS teams.
Rationale for Evidence-based Strategy	If we implement, monitor and support SIPPS and small groups for students in MTSS, then there will be an increase of overall proficiency to 60% in ELA and 72% Math. There are three Interventionists who will support their appropriate grade level teachers and teacher assistants in their implementation with students. These Interventionists report the the Assistant Principal and Principal with trends and data monthly.
Action Step	
Description	<ol style="list-style-type: none"> 1. Targeted Small groups based on ESE, MTSS and bottom quartile students 2. Intervention team facilitates small group instruction 3. Lower Quartile Team mentor striving students- Build relationships 4. Continuous Data Conversations and Progress Monitoring 5. Employ Dean, PASS, Mental Health and Guidance to work with Early Warning Signs for K-5 (behavior, attendance) 6. Florida Support Coach will be used- Small group <p>Each of these steps will be used as part of the process of honing in on students that are our most critical. This provides additional support in math and ELA by working with targeted skills that will help increase proficiency as well as growth. Florida Support Coach books will be used to help guide the reading and math instruction for intervention and acceleration activities.</p>

Person Responsible Venessa King (kingv@lake.k12.fl.us)

#3

Title	Positive School Culture and Climate
Rationale	With high expectations, faculty and staff will create and support a positive school culture and climate where positive relationships are developed, teacher efficacy and student self efficacy are strengthened, and students and families are welcomed and engaged in learning. By establishing a positive culture and climate, encouraging and strengthening family and school relationships, and incorporating restorative practices and Sanford Harmony curriculum, student achievement and efficacy will increase and create an environment of belonging to a collective community. Teachers and students will begin to share a common vision and shared beliefs. By engaging all members of the school community, to include families, businesses, teachers, staff and students in a positive environment, everyone is invested in student success and high achievement, both academically and socially.
State the measurable outcome the school plans to achieve	Increase family attendance for school events and programs. Maintaining a positive school culture which supports engaged learners and increased attendance. We will also see the number of bullying investigations and out-of-school suspensions decrease. Student achievement data will also increase as measured by state and district assessments, increasing the number of students measuring proficient at each grade level in both Reading/ELA and Mathematics.
Person responsible for monitoring outcome	Deborah K. Harris (harrisd2@lake.k12.fl.us)
Evidence-based Strategy	The Sanford Harmony curriculum empowers the ability to communicate, cooperate, and connect and resolve conflict. These social emotional lessons and conversations build healthy relationships among students. In addition, a professional development on the evidence based strategy Restorative Practice will be provided with follow up guidance and feedback.
Rationale for Evidence-based Strategy	By monitoring and implementing the use of Sanford Harmony, LEAPS and Restorative Practice there will be a decrease in student behaviors and attendance resulting in an increase in student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Morning meeting with students, understanding mindfulness 2. Training in Sanford Harmony, LEAPS and Restorative Practice for Staff for proper implementation 3. School Liaison work closely with families and community to organize family events 4. Implement Covey's 7 Habits 5. After school clubs (Girls on the Run, Boys to Men, STEM, Runners Club, Chorus and Drama Club, National Honor Society)
Person Responsible	Simon Thomas (thomass3@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Treadway Elementary School works at building positive relationships with the community, families and parents by having important events, meetings, and activity nights throughout the year, communicating through the use of School Messenger Call-Out System, Remind 101, student agendas, daily student folders, monthly newsletters (English and Spanish), social media and our school webpage. We have a translator for our ELL students so all families have an opportunity to participate.

Events:

Meet the Teacher - with community stakeholder booths available to parents and families

Open House- All parents 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.

Curriculum Nights- Throughout the year, parents are invited to attend Curriculum Nights, where they will learn more about the Standards and how to support their child's education.

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.

Report Card Night- Parents of K-5 students are invited to conference with their child's teacher in regards to progress with the Florida Standards and any behavior issues the child may be experiencing.

Student of the Month

Honor Roll Assemblies held at the end of the nine weeks for grades 2-5.

Family Literacy Night- All families are invited to a night of activities designed to engage and encourage students and families to read.

Family STEM Night & Science Fair- All families are invited to attend an engaging night of Science, Technology, Engineering, and Math activities with community partners Orlando Science Center and the St. Johns River Water Management District

Family Involvement Activities: Dads Bring Your Child to School Breakfast, Muffins for Mom Breakfast, and Grandparent Appreciation Day

Disability Awareness Week and Poster Contest

PTO & SAC

PFEP Link

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

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.

Counselors are assigned to specific grade levels to build trusting relationships with students and parents. Counselors work with students to support social-emotional needs through classroom, small group, and individual lessons. Counselors strive to foster self-esteem, conflict resolution skills and emotional regulation strategies needed for school success.

A full-time Mental Health Liaison is on campus to provide deeper counseling support for students at higher risk. They work with community agencies to provide further services and supports for students outside of the school environment.

A Positive Alternative to School Suspension (PASS) teacher will be working with the Guidance Counselors, Mental Health Liaison and Dean to decrease out-of-school suspensions and increase student instructional time in class and with peers, utilizing the Sanford Harmony curriculum and Restorative Practices training. Sanford Harmony is a curriculum that provides lesson plans for all faculty and staff that help students build a sense of community, learn communication skills, and builds an overall sense of well being in a safe environment.

We have two Family School Liaisons (FSL) and ELL assistant that will be working together on family and community events, increasing volunteer presence on campus for added student support for those in need, and conducting home visits.

Treadway implemented a mentoring program between the community and our students called Boys to Men and Girls on the Run. Striving students will also be assigned to a school based leadership team member who will serve as a mentor on campus who can support students on campus. Both of these mentoring programs will assist students with academics, self-esteem, and social behavior. Treadway offers tutoring for students who are in need, both before and after school options. Some of our programs include National Jr. Honor Society, K-Kids, Terrific Kids, Student of the Month, Chorus, Families in Transition, and Safety Patrols.

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 in the spring to invite families to learn about Treadway and register their child for the upcoming school year. Teachers 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 and ELL students going to middle school.

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 Florida Standards, Lake County Schools Blueprints, Test Specs and District Instructional Framework. Data chats monthly.

The MTSS Problem Solving Team, which consists of Guidance Counselors, Literacy Coach, and Curriculum Resource Teacher, will meet weekly.

- 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, 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 plan, IEP, Behavior Plans, or Title I funded Before/ After School Tutoring.

The ESE department receives funds from IDEA and Treadway elementary and these funds to ensure all students had the resources they needed to be successful and to access their grade level curriculum. Such as, communication protocols, classroom supplies, adaptive furniture and equipment, curriculum, technology

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

Treadway Elementary supports all students to achieve the highest of level of success. For career awareness, we host a "Career Day" where we invite community members from a variety of careers which include college and trade school graduates and business entrepreneurs. Students are given the opportunity to visit different career stations and learn what those careers entail, as well as, the tools of the trade. The guidance counselors conduct classroom visits and lessons to expose students to a variety of different careers. An emphasis is placed on increasing student awareness of using their talents, interests and skills to consider future career options that may be a good personality fit. Individual classroom teachers invite guest speakers throughout the year to expose students to a wide range of careers.

Business partnerships include Goodwill Stores of Leesburg, Pet Smart in the Villages, Lake County Education Foundation, First Baptist Church of Leesburg, Target in the Villages, Olive Garden in Leesburg, and Cutrale Citrus in Leesburg.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Standards Based Instruction & High Expectations	\$0.00
2	III.A.	Areas of Focus: Data Driven Intervention & Acceleration	\$0.00
3	III.A.	Areas of Focus: Positive School Culture and Climate	\$0.00
Total:			\$0.00