

Lake County Schools

# Treadway Elementary School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Lake County School Board on 10/26/2020.

## 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](http://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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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

### School Board Approval

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### SIP Authority

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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>.

### 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, position title, and job duties/responsibilities 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.	Administrative Support	<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>
Osibun-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>

Name	Title	Job Duties and Responsibilities
		<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 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/</p>

Name	Title	Job Duties and Responsibilities
		<p>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>
BoBo, Barbara	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 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</p>

Name	Title	Job Duties and Responsibilities
		<p>implemented with fidelity. 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. Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing. Provides data analysis, reports, and supports teachers and leaders. Provides on-site professional development. Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs. Participates on school staffing committees to facilitate appropriate program placement. Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities. Serves as testing coordinator. Supports and mentors new teachers.</p>
Meadows, Melissa C.	Dean	<p>Investigates problems of disciplinary nature, documents information, and reports findings and decisions to appropriate individuals. Works closely with the assistant principal(s), school resource officers, District Security Officer, and local law enforcement agencies and makes referrals as appropriate. Makes periodic tours of campus to ensure that school and school board policies are being enforced. Assists with the enforcement of school board/state attendance policies. Serves as a central resource person for pupil personnel services to include the counsel of students and parents where behavioral problems are involved. Guides students to appropriate school personnel regarding personal and social adjustments and, when necessary, makes appropriate referrals to other school personnel. Assists with the supervision of organized student gatherings and sees that all equipment is operative. Coordinates school bus supervision before and after school. Coordinates the student lunchroom and work duty assignments. Provides strategies to teachers and principals regarding effectiveness in classroom management and pupil control in relation to student behavior. Collaborates with teachers and principals and provides support related to curriculum.</p>
Thomas, Simon	Administrative Support	<p>Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.</p>

Name	Title	Job Duties and Responsibilities
		<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>
Watkins, Janette	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> <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>Supports and mentors new teachers.</p>
Sidoruk, Jason	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>

Name	Title	Job Duties and Responsibilities
		Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs. Participates on school staffing committees to facilitate appropriate program placement. Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities. Supports and mentors new teachers.

### Demographic Information

#### Principal start date

Monday 7/1/2019, Venessa King

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

**Total number of teacher positions allocated to the school**

54

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (50%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	113	139	166	158	159	137	0	0	0	0	0	0	0	872
Attendance below 90 percent	0	19	13	8	12	11	0	0	0	0	0	0	0	63
One or more suspensions	0	3	1	1	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	34	9	25	14	8	0	0	0	0	0	0	0	90
Course failure in Math	0	8	5	16	12	16	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	13	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9

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	0	52	51	65	80	76	0	0	0	0	0	0	0	324

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	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Monday 8/31/2020

**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	
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

**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	
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

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	59%	-1%	56%	2%
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				

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
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

## 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?**

Upon reflecting on the EWS data, course failures in ELA was identified as an area of concern, with 102 students exhibiting early warning signs. A secondary concern is attendance, with 69 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. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and 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 dropping from 57% to 52% and 5th grade Science dropping from 57% to 52%. 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.

**Measurable Outcome:**

We expect to see an increase in the following areas: ELA proficiency from 52% to 60% or higher ELA Learning Gains from 49% to 65% or higher ELA Lower Quartile Learning Gains from 41% to 60% or higher Math proficiency from 67% to 72% or higher Math Learning Gains from 62% to 67% or higher Math Lower Quartile Learning Gains from 43% to 55% or higher 5th grade Science proficiency from 52% to 60% or higher

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Teachers will utilize the gradual release model in all subjects in all classes daily. 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: 1. What specifically do we expect all students to learn? How will we know when each student has learned it? 2. How will we respond when students are having difficulty learning? 3. How will we respond when students demonstrate that they have learned? 4. 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.

**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 Steps to Implement**

1. Focused Collaborative Planning sessions facilitated by the CRT. Content Coach and Literacy Coach will improve standards based instruction and focus on the Instructional Framework provided by the district

**Person Responsible**

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

2. Standards based lessons and assignments through MAFS Ready Classroom, LAFS Curriculum, and Science Bootcamp as support to instruction. Students will have access to content that provides higher expectations for their learning that is focused directly on standards.

**Person Responsible**

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

3. Utilizing the Gradual Release Model (District Initiative)

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

4. Intentional Learning Walks will be used to identify trends and allow for feedback school-wide for improvement.

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

5. Common Assessments

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

6. Science Bootcamp and Write Score to support ELA and Science instruction

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

7. Writing Teams during the school year and summer

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

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

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

Focus on instruction in grades K-2 ( Daily Five in K-1)

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



**#2. Instructional Practice specifically relating to Differentiation****Area of Focus Description and 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 including African American students and Students with Disabilities. These focus areas were identified as critical based on the analysis of state/district assessments. This focus will ensure all learning is aligned to the full intent of the standards with evidence based strategies that support students in their area of deficiency or need for acceleration. 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 PLCs 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.

**Measurable Outcome:**

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:**

LLI 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 LLI 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 and LLI small groups for students in MTSS, then there will be an increase of overall proficiency to 60% in ELA. The Interventionists 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 Steps to Implement**

1. Targeted small groups based on ESE, MTSS, and bottom quartile students

**Person Responsible**

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

2. Intervention team will facilitate small group instruction

**Person Responsible**

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

3. Lower Quartile Team will mentor striving students- Build relationship

**Person Responsible**

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

4. Continuous Data Conversations and Progress Monitoring

**Person Responsible**

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

5. Employ Dean, Potential Specialists, PASS, Mental Health and Guidance, and ESE specialist to work with Early Warning Signs for K-5 (behavior, attendance)

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

6. Florida Support Coach will be used- Small group

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.

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

**#3. Culture & Environment specifically relating to Early Warning Systems****Area of Focus Description and 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.

**Measurable Outcome:**

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 outof-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 Steps to Implement**

1. Morning meeting with students, understanding mindfulness

**Person Responsible**

Melissa C. Meadows (meadowsm1@lake.k12.fl.us)

2. Training in Sanford Harmony, LEAPS and Restorative Practice for Staff for proper implementation

**Person Responsible**

Melissa C. Meadows (meadowsm1@lake.k12.fl.us)

3. Leadership Team works closely with families and community to organize family events

**Person Responsible**

Melissa C. Meadows (meadowsm1@lake.k12.fl.us)

4. Implement Covey's 7 Habits

**Person Responsible**

Melissa C. Meadows (meadowsm1@lake.k12.fl.us)

5. After school clubs (Girls on the Run, Boys to Men, STEM, Runners' Club, Chorus, Drama Club, National Honor Society, and Treadway's Ladies Club)

**Person Responsible** Melissa C. Meadows (meadowsm1@lake.k12.fl.us)

Use the Problem solving team ( Potential Specialist, School Counselor, ESE Specialist, Differentiation Specialist, Literacy Coach, Math Coach, CRT, Teachers and Administration) to do data analysis to determine student needs

**Person Responsible** Holly T. Prysmont (prysmonth@lake.k12.fl.us)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The area of greatest need at Treadway is our bottom quartile students in ELA. We are putting supports in place using our Differentiation Specialist, Potential Specialist, ESE specialist, Literacy Coach and CRT to push in and work with teachers on instructional strategies to differentiate instruction. We also will be implementing LLI (Leveled Literacy Instruction) to help close the gaps and help to create more motivated readers and writers. Our leadership team will work with these students giving them extra support through a mentoring program designed to focus on reading.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Treadway Elementary School works at building positive relationships with the community, families, and parents. Treadway does this by having important events, meetings, and activity nights throughout the year. We also communicate through the use of School Messenger call-out system, Remind 101, student agendas, daily student folders, monthly newsletters on social media and our school webpage (english and spanish). 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

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 STEAM Night & Science Fair- All families are invited to attend an engaging night of Science, Technology, Engineering, Art, and Math activities with community partners such as St. Johns River Water Management District, LCSO CSI department.

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

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	500-Materials and Supplies	0241 - Treadway Elementary School	School Improvement Funds		\$0.00	
			Notes: Hand-scored, text-based assessments providing detailed, accessible writing data for informing instruction and tracking, monitoring ELA writing proress				
2	III.A.	Areas of Focus: Instructional Practice: Differentiation					\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems					\$0.00
Total:						\$0.00	