Treeline Elementary School

2020-21 Schoolwide Improvement Plan

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Treeline Elementary School

10900 TREELINE AVE, Fort Myers, FL 33913

http://tre.leeschools.net/

Demographics

Principal: Jennifer Wilcken

Start Date for this Principal: 1/23/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (45%) 2016-17: B (57%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Lee 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	74%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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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.

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

Provide the school's vision statement.

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

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

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
Wilcken, Jennifer	Principal	
Lee, Krystle	Instructional Coach	Coaching and modeling for teachers in all grade levels. 3rd, 4th, 5th MTSS Tier 2 & 3 student ELA pull out groups for interventions. Coordinates and implements special projects, ie tutoring programs. Collects individual student, classroom, grade level, and school data and ensures all teachers and administration have access after each progress monitoring administration.
Cook , Franklin	Assistant Principal	Oversees grade levels KG, 2, 5, 4/5 BI, & SE providing support, coaching, discipline, attends and supports these grade level PLCs, etc to teachers and/or students. Works directly with grade chairs to ensure effective practices across the grade level to achieve school and district goals. Coordinates specific events & activities throughout the school year. Holds data chats with teachers in those grade levels and takes action to ensure reaching school's goals.
Gorman, Brenda	Other	Intervention Support Specialist - Holds small group pull out sessions with KG-2nd MTSS academic Tier 2 & 3 students for ELA interventions. Holds training sessions and/or meets individual teachers to support best practice interventions and proper documentation processes for all MTSS students.
McFee, Donna	Assistant Principal	Oversees grade levels PreK, 1st, 3rd, 4th, & 2/3 BI providing support, coaching, discipline, attends and supports these grade level PLCs, etc to teachers and/or students. Works directly with grade chairs to ensure effective practices across the grade level to achieve school and district goals. Coordinates specific events & activities throughout the school year. Holds data chats with teachers in those grade levels and takes action to ensure reaching school's goals.
Cox, April	Teacher, K-12	3rd Grade Teacher and SIP Coordinator.

Demographic Information

Principal start date
Wednesday 1/23/2019, Jennifer Wilcken

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.*
2

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.*
13

Total number of teacher positions allocated to the school
65

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (45%) 2016-17: B (57%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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]().	

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	150	156	171	186	168	174	0	0	0	0	0	0	0	1005
Attendance below 90 percent	7	9	13	12	15	14	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	4	0	2	6	12	0	0	0	0	0	0	0	25

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	1	4	0	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 10/25/2020

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	165	168	191	186	173	179	0	0	0	0	0	0	0	1062
Attendance below 90 percent	8	2	8	4	6	7	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	25	9	14	19	36	46	0	0	0	0	0	0	0	149

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	2	2	1	10	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	165	168	191	186	173	179	0	0	0	0	0	0	0	1062
Attendance below 90 percent	8	2	8	4	6	7	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	25	9	14	19	36	46	0	0	0	0	0	0	0	149

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	2	2	1	10	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	56%	57%	57%	54%	55%	55%
ELA Learning Gains	60%	56%	58%	51%	53%	57%
ELA Lowest 25th Percentile	49%	50%	53%	52%	49%	52%
Math Achievement	63%	62%	63%	63%	60%	61%
Math Learning Gains	68%	65%	62%	65%	60%	61%
Math Lowest 25th Percentile	52%	54%	51%	63%	50%	51%
Science Achievement	54%	52%	53%	53%	51%	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	59%	58%	1%	58%	1%
	2018	52%	55%	-3%	57%	-5%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	52%	55%	-3%	58%	-6%
	2018	53%	53%	0%	56%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
05	2019	53%	54%	-1%	56%	-3%
	2018	44%	52%	-8%	55%	-11%
Same Grade Comparison		9%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	64%	61%	3%	62%	2%
	2018	51%	58%	-7%	62%	-11%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	56%	62%	-6%	64%	-8%
	2018	55%	58%	-3%	62%	-7%
Same Grade Comparison		1%				
Cohort Comparison		5%				
05	2019	63%	58%	5%	60%	3%
	2018	51%	57%	-6%	61%	-10%
Same Grade Comparison		12%				
Cohort Comparison		8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	52%	50%	2%	53%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	47%	52%	-5%	55%	-8%
Same Grade Comparison		5%				
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	16	40	43	18	41	43	17				
ELL	34	55	37	41	67	65	33				
ASN	71	69		88	81						
BLK	39	53	56	45	55	43	32				
HSP	51	55	45	57	64	59	48				
MUL	65	70		70	90						
WHT	76	71		83	85		81				
FRL	43	54	51	50	59	48	40				
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	11	18	16	15	25	26	17				
ELL	25	39	38	38	39	33	31				
ASN	68	71		82	79						
BLK	37	49	38	33	25	27	35				
HSP	43	44	29	51	36	30	44				
MUL	75			58							
WHT	73	58	17	75	60	27	64				
FRL	43	46	31	46	36	26	43				
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	12	33	44	23	52	59	16				
ELL	23	36	33	43	59	53					
ASN	50			92							
BLK	45	46	50	49	60	60	49				
HSP	47	50	49	61	68	69	49				
MUL	80	73		73	55						
WHT	67	55	62	74	62	45	57				
FRL	46	51	54	56	60	59	45				

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	50
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
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	74
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	79
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.

According to the last DOE School Grades Report, the area that was the lowest performance component for Treeline was English Language Arts Learning gains of the lowest 25%.

As indicated in the 2018-2019 DOE School Grades Report, in 2019 the learning gains of the lowest 25% reached 49% compared to the prior year reaching 33%. Even though the school showed an increase of 16%, this component was still the lowest performing. Some of the factors that led to the increase included the school's dedication to conduct more purposeful and action oriented PLCs, school wide implementation of specific High Yield strategies (Higher Order Thinking/Questioning, Numbered Heads, and Vocabulary), Additional factors that led to the improvement were the school's Check In/Check Out mentoring system, school wide Meet Up/Buddy Up structure to foster positive classroom relationships, and the implementation of the social emotional learning program called

Sanford Harmony (SEL), school wide discipline focused on Restorative Behavior practices, implementation of proactive bus discipline plan, individual teacher coaching plans, and the school wide increase in parent contact.

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 was 4th grade ELA proficiency which decreased from 53% in 2017-2018 to 52% in 2018-2019. Fourth grade was also the only grade level that had an increase in discipline referrals (16% in 2017-2018 to 20% in 2019-2020). Some contributing factors include out of a grade level of 6 teachers, one was a first year teacher, another on a year long coaching plan, and another new to the school. Another factor that may have contributed to this decline is that the grade level teachers did not perform cohesively as a collaborative group as compared to the school's other grade levels.

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 data component that showed the greatest gap when compared to the state's was 4th grade math. Fourth grade math proficiency was 56% compared to the state's 64% which is a gap of (-8). On a positive note, 4th grade math Level 1s had the highest positive gaps as compared to the state (+5) out of all grades 3-5 in both ELA and Math.

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 5th grade math proficiency. Fifth grade math proficiency was 63% compared to 51% in 2017-2018 which is an increase of 12%. Compared to the state, the school attained a 3% positive gap.
The improvement can, in part, be attributed to the school's implementation of a math tutoring program at various times/day sessions during specials, before school, or after school. Math tutoring was available January- April and instructed by Treeline's most qualified teachers. The school's dedication to conduct more purposeful and action oriented PLCs and increase of parent contact also supported the improvement. Additional factors that led to the improvement were the school's Check In/Check Out mentoring system, school wide Meet Up/Buddy Up structure to foster positive classroom relationships, and the implementation of the social emotional learning program called Sanford Harmony (SEL), school wide discipline focused on Restorative Behavior practices, implementation of proactive bus discipline plan, and individual teacher coaching plans.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Data from our EWS showed that we have increased class size. At this time, we have 1,076 students enrolled.

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

1. Increase Federal Index of Students with Disabilities from 39% to 41%
2. Increase proficiency ELA 4th grade
3. Decrease number of behavioral referrals
4. Increase ELA gains of the lowest 25% students
5. Increase proficiency ELA school wide

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Even though Science proficiency increased from 49% in 2017-2018 from 49% to 54%, there is still room for improvement.
Measurable Outcome:	Treeline will increase Science proficiency from 54% to 62% in FY21 as measured by the Florida Science Assessment.
Person responsible for monitoring outcome:	Jennifer Wilcken (jenniferkw@leeschools.net)
Evidence-based Strategy:	Inspire Science Curriculum supplemented with P-SELL Grade Level Structured Curriculum Plan Implemented and scaffolds 3rd and 4th Grade Standards when the aligned 5th standard is addressed District Science Boot Camp for all Students if offered 3rd quarter Additional Science Vocabulary Structured Plan implemented throughout the 5th grade level Science Vocabulary For Each Grade Level KG-5th Expectation Throughout Entire School Science Lab for Conducting Experiments - STEM Teacher PLC's to identify standards not mastered and plan action to increase student achievement in science Dedicated half day planning for 5th grade science teachers to plan curriculum
Rationale for Evidence-based Strategy:	Students gained in achievement only when the grade level all followed PSELL (2 classes with gains were using) Students gained in achievement only when the grade level worked collaboratively December 2019 and implemented a structured plan for all 5th grade teachers to follow. Grade level implemented a structured vocabulary plan in December for classrooms which included 3rd and 4th grade vocabulary as needed. Science Vocabulary requirements for each grade level will support higher proficiency gains throughout the years. Addition of new intermediate science lab with the STEM teacher will allow for more movement and in depth hands on science experiments.

Action Steps to Implement

1.The Inspire Science program is being used with P-Sell as a supplement. Two lead 5th grade teachers plan science curriculum. Other 2 science teachers review the plan and all collaborate on best practices until full structured plan is in place for entire grade level.
2. All 5th grade science teachers will attend District Boot Camp more towards 4th quarter if available FY21.
3. Additional Vocabulary Plan in place for all 4 5th grade classes. They will front load vocabulary daily taking first 5-10 minutes reviewing vocabulary via Quizlet online.
4. Ensure all grade levels include science vocabulary in their plans. All grade levels were given a list of science vocabulary for students to master by the end of the year.
5. STEM teacher conducts intermediate science lab in a room only for intermediate level use. This allows for more movement and usage with the higher level materials.
6. PLC's will focus on progress monitoring assessment results and the team will review their structured science plan and tweak if necessary. Individual student data will be used to determine specific standards to address for remediation.
7. Half day planning of all 5th grade science teachers to plan structured curriculum.

Person Responsible   Jennifer Wilcken (jenniferkw@leeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	By focusing on consistent focus on data and strategic PLC processes, unidentified high-yield strategies. Continuous data conversations in the PLC process will also identify proficient students and enrichment will be panned accordingly to maintain. 4th grade: During the 2020-2021 school year, Treeline Elementary will increase 52 % to 58 % as measured by the FSA/iReady.
Measurable Outcome:	Treeline Elementary will increase ELA proficiency from 56% to 62% as measured by the FY21 ELA FSA.
Person responsible for monitoring outcome:	Jennifer Wilcken (jenniferkw@leeschools.net)
Evidence-based Strategy:	3rd ELA Tutoring Program Curriculum Maps & Guides for Teachers Teacher Data Chats Teacher Coaching Common Planning Time Intervention Blocks with Differentiated Instruction PLCs Strategic Grade Level Placement of 2020-2021Teachers Highly Effective Reading Coaches remediate MTSS groups 3rd-4th
Rationale for Evidence-based Strategy:	According to 2018-2019 ELA FSA data, 3rd Grade Proficiency increased from 52% to 59%, 4th Grade Proficiency decreased from 53% to 52%, and 5th Grade increased from 44% to 53%.

Action Steps to Implement

1. Common Planning- Grade levels will be scheduled a common planning time to collaborate and increase to engaging lessons with rigor and higher order thinking strategies.

2. Continued Intervention Blocks- intervention/extension block daily. At this time, planned,rigorous,and differentiated interventions, as determined by data will be administered.

3. Curriculum Guides and Maps- Maps will support teams to ensure each standard is being taught towards mastery during the school year. The guides will supply the team with vetted based lesson, strategies, and curriculum.

4. PLCs- All grade levels meet every Wednesday during their planning time as they collaborate, plan,and train for student achievement and use data to drive their action plans. The entire school uses the same online format to display and analyze individual student, classroom, subgroup, grade level, and school data. All student data is updated upon the completion of each iReady Progress Monitoring Assessment to allow the professional teachers to view school progression towards final goals.

5. Data Chats & Coaching - Administration will conduct individual data chats with teachers within the grade levels they are supporting. Our ESSA subgroup, students with disabilities, will always be a topic during the discussion and to ensure that the data is analyzed to support the achievement needs. The same administrators conduct classroom observations throughout the year and support teachers needs through individualized coaching in identified areas.

6. High Yield Strategies- Treeline will continue to implement Kagan strategies, and Numbered Heads in particular, throughout each classroom for the entire school year. The school purchased Numbered Heads

online for all teachers to readily use on their classroom Smartboards. In addition, each grade level is responsible for focusing on one specific additional Kagan Structure within their classrooms for the school year resulting in a more natural and fluid use of that structure in the years to come.

8. Teacher Placement - Strategic placement changes of teachers in grades 3-5 will further support the school's ELA goals.

9. Highly Effective Reading Coaches (2) and the Intervention Specialist pull out 2nd - 5th grade MTSS student groups for ELA 5 days per week. Measured using iReady ELA progress monitoring.

All of the action steps above, will be monitored through iReady progress monitoring, classroom walkthroughs, teacher observations, data chats, and lesson plans.

Person Responsible   Jennifer Wilcken (jenniferkw@leeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Even though Treeline increased L25 Learning Gains in ELA from 33% in 2017-2018 to 49% in 2018-2019, it continues to be an area for improvement. Data retrieved from Treeline's FY19 FSA scores state that students with disabilities, the Hispanic and African American students, and students with free/reduced lunch make up our L25 population. Treeline's Federal Index of Students with Disabilities is 39%. This must increase in FY21.
Measurable Outcome:	Treeline will increase L25 Learning Gains in ELA from 49% to 58% as measured by the FY21 ELA FSA. Treeline will also increase Federal Index of Students with Disabilities from 39% to 41%.
Person responsible for monitoring outcome:	Jennifer Wilcken (jenniferkw@leeschools.net)
Evidence-based Strategy:	Data Driven Differentiated Intervention Time Teacher Data Chats Student Data Chats PLC's Increased Parent Contact
Rationale for Evidence-based Strategy:	Intervention time dedicated to the individual student needs supports increased achievement. 4th - 5th grade classrooms require 45 minutes of intervention/extension and grades KG-3rd require 30 minutes. Regular Teacher Data Chats with administration aid in support for the professional teachers' identified needed outcomes. Student Data Chats with teachers aid in support for the students' identified needed outcomes. PLC's support student achievement and reaching final goals. Increased parent contact and documenting all contacts in the Castle application will ensure better support from families.

Action Steps to Implement

1. L25 ELA Learning Gain students will be included in receiving targeted intervention blocks with curriculum of standards not mastered.
2. PLC's will make time to analyze data of students within this subgroup and coordinate a structured plan to ensure gains towards mastery. Depending on the data recovered, the plan could include a mixture of behavior, social, as well as academic interventions.
3. Parent Contact - Teachers will establish positive relationships with the parents within this subgroup by making positive phone calls during the first 2 weeks of each quarter and parent conferences via phone or in person each quarter to foster the home/school support relationship.
4. Teacher Data Chats with administration will occur frequently during the school year to help support the teacher in achieving identified goals for this subgroup. The ESSA subgroup, students with disabilities, will always be a topic of discussion to ensure data analysis is being used to support this subgroups achievement.
5. Student Data Chats with teacher will occur frequently during the school year to help support the student in achieving identified goals.

Person Responsible	Jennifer Wilcken (jenniferkw@leeschools.net)

#4. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	There were 146 referrals in 2018-2019. 4th grade had the majority of referrals out of all the grade levels in the school
Measurable Outcome:	During the 2020-2021 school year, Treeline will decrease the number of behavioral referrals school-wide from 146 to 130 as reported in Castle.
Person responsible for monitoring outcome:	Jennifer Wilcken (jenniferkw@leeschools.net)
Evidence-based Strategy:	Positive Behavior Intervention School Restorative Justice Approach to Discipline Parental Support Character Education Program Sanford Harmony Social Emotional Program School-Wide Check In/Check Out School-Wide Mentor Program Proactive Bus Discipline/Award Program
Rationale for Evidence-based Strategy:	Treeline will continue to implement the Positive Behavior Intervention System (PBIS) school-wide with all students grades KG-5th. Treeline's PBIS is a program that enables individual students &/or classrooms to earn Coqui Cash as a tangible reward to earn prizes & school-wide events for displaying the Treeline Values which are to Be Responsible, Respectful, and Safe. Restorative Discipline Approach was one way Treeline was able to reduce the number of referrals & escalation of student behaviors from 181 in 2017-2018 down to 142 in 2018-2019. Increased parent support through proactive parent contacts throughout the year by both teachers & administration will help to build a trusting relationship between home and school. A structured school-wide character education program & one that spends additional resource time in primary grades will build strong morale & values in students that will be displayed more prevalently by the time the students reach the intermediate grade. The school-wide Sanford Harmony Social Emotional Program will continue help ensure that students feel safe & can trust peers and adults in the building. The Check In/Check Out Mentor Program will ensure that students who could benefit from a one on one mentor to build a positive & trusting relationship with are tagged up with a staff member to check in with in the morning to encourage them to have a great day and to work towards specific goals & to check out at the end of the day with a goal sheet filled out by the student's homeroom teacher for review and encouragement. The Proactive Bus Discipline/Award Program enables administration to receive immediate daily feedback from the drivers with easy to use check off sheets collected each morning. This allows administration to take a more proactive approach on bus issues before they get out of hand by immediately calling the student to the administrator's office for a warning, documenting the warning in the online 'Bus Discipline Log'. If a second offense occurs during the year, the administrator calls the parent/guardian immediately with the student in the room to help support the end of the unwanted behavior. There are levels in place with each occurance &/or their severity.
Action Steps to Implement	

1. Positive Behavior Intervention School - Staff members are given individual student Coqui Cash and classroom Coqui Cash to be given to students as they display Treeline values of being Responsible, Respectful, and Safe around the school. Students can cash in the Coqui Cash for tangible and non tangible prize rewards and/or school wide events. Effectiveness is measured by number of school discipline referrals, and/or the number of Behavior Intervention Forms, and/or frequency of times logged into Bus Discipline Log.

2. Restorative Discipline Approach - This year, the 2 assistant principals separate their duties by grade levels. This implementation allows administration to build more positive relationships with a smaller number of students and to be able to concentrate on a more restorative way of disciplining. Students will be conferenced with by teacher/administrator and in many cases with the parent/guardian to be sure that all stakeholders have a part in supporting a plan to decrease the unwarranted behavior. Root cause is sought with the students help, and student is given an accountability piece in the plan. Follow up is an essential piece to ensuring this practice works effectively.

3. Increased parent support - Teachers are expected to make positive phone calls to each and every one of their students' parent/guardian the first two weeks of every quarter. This will help to build the positive relationship between home and school therefore, decreasing behavioral issues from arising. This will be monitored through the Castle Parent Contact application.Teachers held individual open house zoom meetings with each of their parents. KG parents came to school for an open house using social distancing. Translators were assigned to grade levels to assist.

4. The school counselor will coordinate and implement the character education program with each and every classroom participating. The school counselor will also ensure that the Sanford Harmony Social and Emotional Learning program is implemented in each and every classroom with short student assignments to the school counselor as the accountability piece built to ensure participation. The counselor will visit classrooms and deliver specific structured lessons to each classroom. Each teacher is expected to conduct a 2-3 minute Meet Up/Buddy Up classroom relationship structure from the Sanford Harmony program 3 times per week and document in their lesson plans. The effectiveness of the programs will be monitored through number of School Discipline Referrals, number of Behavior Intervention Forms, frequency of occurrences on the Bus Discipline Log.

5. Check In/Check Out Mentor Program- Students to benefit from this program will be tagged up with an adult staff mentor who will work directly with the mentees homeroom teacher to create a goal sheet set to help support the decrease of the unwarranted behavior through positive relationship building where trust and safe feeling between mentor and mentee are at the utmost importance. The mentor is expected to meet for a quick 1-2 minute check in before school to encourage the student to reach their goal for the day/week. The mentor then checks out with the mentee upon dismissal to review the goal sheet and encourage the goal behavior all the time building that relationship with the mentee. Check In/Check Out program coordinator to check in with mentors/teachers once per quarter to gauge effectiveness and/or offer suggestions to tweak. Effectiveness is monitored through number of School Discipline Referrals, number of Behavior Intervention Forms, frequency of occurrences on the Bus Discipline Log.

6. Proactive Bus Discipline/Award Program allows administrators for daily feedback from bus drivers so that immediate action can be taken by administration before the unwarranted behavior has a chance to continue. Bus drivers hand in an easy to check off bus sheet to the administrators daily in the morning at the bus ramp. The administrators then have a chance to call the student to their office immediately and open discussion to get to the root cause of the problem. The administrator then has the opportunity to immediately involve other students if necessary to guide the students into solving the problem before it becomes a daily issue on the bus. Fair consequences are talked about and administered. Parents/ guardians are called and the behavior is monitored from there. The bus driver is kept up to date with the problem/solution which helps to support future issues from arising.

Person Responsible Jennifer Wilcken (jenniferkw@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Attendance: KG-2 -18 students with attendance below 90%. 3rd grade - 10 students with attendance below 90%. 4th grade - 8 students with attendance below 90%. 5th grade - 13 students with attendance below 90%. During the 2018-2019 school year out of all grade levels KG-5th, fifth grade students made up the majority of the chronic absences.
Measurable Outcome:	Treeline will decrease the number of chronically absent students (below 90%) from 49 to 45 as measured by the CASTLE early warning system by May 2021.
Person responsible for monitoring outcome:	Jennifer Wilcken (jenniferkw@leeschools.net)
Evidence-based Strategy:	Parental Support Building Relationships with Families & Students Increased Social Worker Support Social/Emotional Group Counseling Sessions Mentor Program
Rationale for Evidence-based Strategy:	2018-2019 data was collected from the district's Castle application listing the students with 10% or > absences.

Action Steps to Implement

1. School-wide: Teachers to contact each parent within the first 2 weeks of the start of school and first 2 weeks of each quarter to build and build upon positive relationships with families. Teachers are required to document all parent communications in Castle Parent Contact throughout the school year.

2. Implementation of specific group counseling sessions such as (coping with divorce, grief counseling, etc) by school counselor for students in need throughout the school year.The continuation of social/ emotional learning to support increased attendance by using the Sanford Emotional Learning program school-wide this includes the Meet Up/Buddy Up structure for building classroom relationships). The school will continue using the Check In/Check Out Mentor program for students deemed in need of a trusting relationship within the school.

3. Social worker to follow up communication with leadership team regarding student absences. Initial absences flag letters sent on day 5 vs day 7. On day 8-10, social worker to call the parent/guardian via telephone for root cause. Social worker sends invitation to child study on day 13. This year social worker to contact parents via phone or visit for those parents not responding.

4. All FY21 Treeline students who had 10 or more absences last school year, will participate in the Check In/Check Out Mentor program. The student will be mentored by a staff member all year long in order to build a positive and trusting relationship. The same students will also participate in a Rise & Shine Club where students will meet with school counselor and set an individual goal to attain. Every morning the student will check in get a sticker on their chart. Once the goal is met by a student their accomplishment will be celebrated with a special treat. From there on, the student will exit the Rise & Shine Club, but will be closely monitored. Student will be placed back into the Club if the attendance issue begins again.

Monitoring:
Castle Parent Contact application will be used by administration to ensure that all teachers fulfill their requirement for contacting the parents with positive call the start of each quarter during the 2020-2021 school year.

Castle Attendance reports will be closely monitored for students with the potential for being absent. Social worker to keep administration updated on all flag letters, calls to parents/guardians with details in Castle, administration invitations to child study.

Person Responsible   Jennifer Wilcken (jenniferkw@leeschools.net)

Additional Schoolwide Improvement Priorities

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

Leadership meetings are held monthly. Collaborative input and decision making are a team effort and always focus on student achievement and what is best for the child. Each initiative is monitored closely for effectiveness. Our ESSA subgroup is very closely monitored for intervention effectiveness. Committees are also assigned specific tasks to coordinate and implement. The leadership team is continuously updated and discussions with changes occur as deemed necessary. All personnel, including paraprofessionals are scheduled specifically to work with groups of students with academic need.

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.

Every year the school reviews the draft of the School Improvement Plan with the SAC committee consisting of parents, teacher, community members and business partners for input and amendments. Data for all student groups are analyzed and discussed, proposed initiatives, and school goals are talked about in length. From there, the SAC committee votes on the implementation of the entire SIP plan. SIP plan data and goals are revisited with the SAC committee after each progress monitoring assessment during the school year. SAC meetings are held via zoom meeting in the evening, after normal business hours, to maximize parent, community, and business partner participation and an invitation zoom link is sent through the school's online newsletter, school messenger, in student backpacks, and posted in HomeConnect Google classrooms . Input from stakeholders are collected through open discussion.

During virtual open houses with individual parents they are told that their child participates in data chats with their teacher throughout the school year either via HomeConnect online or Face to Face in the classroom. Discussions and plans are made during theese data chats. Students update their data binder throughout the school year that include goals to achieve at various progress monitoring stages of the school year. The data and goal sheets are available online to HomeConnect students and in student data binders for Face 2 Face

students. Our Spanish and Creole speaking parents each had their own interpreter via zoom along with the teacher. The interpreter also arranged the virtual open house schedule for the teacher and Spanish or Creole speaking parents.

Teachers hold parent conferences with students not meeting their goals to plan action between home and school for student success. Parents sign up to the district's FOCUS application to monitor their child's progress and grades throughout the entire school year. Treeline has dedicated Spanish and Creole speaking translators to accommodate each and every parent's needs during the entire school year.

Treeline holds kindergarten orientation at the school for all incoming kindergarten students & their families using social distancing. It is a fun-filled, but very informative event.Participation is > 90%. Each teacher is expected to contact all of their students' parents within the very first 2 weeks of the start of school and then two weeks into the beginning of each quarter thereafter and document their parent contact in the Castle application. This is monitored for accountability.

Treeline holds many online and/or drive through family events each quarter with high participation and support from a strong PTO group. The PTO has their own FaceBook page where many of the Treeline parents, community members, and staff contribute to the open and positive communication forum.

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: Science	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00