

Lake County Schools

Treadway Elementary School



2021-22 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: 7/23/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">36%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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.

Empowering and Inspiring: Every Child, Every Day to reach his or her full potential.

Provide the school's vision statement.

To develop the academic skills, habits of mind, and character traits necessary to foster growth in all students.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
King, Venessa	Principal	<p>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.</p> <p>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.</p> <p>Assumes responsibility for all official school correspondence, media releases, and keeps the Superintendent or his designee abreast of school activities and concerns.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Plans, prepares, and analyzes an annual school budget request and monitors the expenditures of allocated funds</p>
Harris, Deborah K.	Assistant Principal	<p>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.</p>
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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Pawlowski, Brant M.</p>	<p>Administrative Support</p>	<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>

Name	Position Title	Job Duties and Responsibilities
Fields, Stacy C.	Attendance/ Social Work	<p>Coordinates school-based mental health services across all tiers of the MTSS framework. Collaborates with district Mental Health Specialists.</p> <p>Develops, implements and monitors school procedures, in coordination with school-based leadership, to ensure compliance with district Mental Health Plan.</p> <p>Coordinates crisis intervention and prevention for the school.</p> <p>Participates in meetings for at-risk students.</p> <p>Conducts group and individual educational counseling.</p> <p>Provides outreach to parents and community members regarding mental wellness and protective factors.</p> <p>Collaborates with community agencies and links school staff and families to appropriate community services.</p> <p>Partners with LifeStream Behavioral Center for students/families with high-level needs.</p> <p>Provides site-based support and assistance to all school personnel regarding best practices in mental wellness, identifying students at-risk for mental health challenges, and appropriately referring students with high/severe needs.</p> <p>Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.</p> <p>Performs related duties as directed.</p>
Flynn, Caitlin	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>
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>

Name	Position Title	Job Duties and Responsibilities
		<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	Curriculum Resource Teacher	<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>
Burris, Cathy	Reading Coach	<ol style="list-style-type: none"> 1. Model enthusiasm, commitment and intensity for focused reading instruction 2. Visit classrooms on a daily basis to: <ol style="list-style-type: none"> a. Encourage and support teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction. b. Demonstrate strategies teachers can be using in order to shape instruction. c. Observe and problem solve with teachers on how to overcome student literacy learning obstacles. d. Model Scientific Based Reading Research. e. Work directly with students. 3. Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. 4. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks.

Name	Position Title	Job Duties and Responsibilities
		<p>5. Facilitate grade level or team meetings focusing on the accomplishment of the reading benchmarks.</p> <p>6. Continually upgrade literacy and instructional knowledge and skills.</p> <p>7. Provide coordination by assisting with scheduling and orientation of new teachers to reading instruction .</p> <p>8. Report student assessment data to the principal, the central office Reading Program Specialist, the Testing and Evaluation Office and others as designated.</p> <p>9. Ensure effective communication with the Principal, Asst. Principal, and central office Reading Program Specialist.</p> <p>10. Assist teachers with analysis and instructional use of student formative reading data.</p> <p>Works with teachers on Reading Endorsement</p>
<p>BoBo, Barbara</p>	<p>Teacher, ESE</p>	<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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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. Attends workshops, conferences and monthly meetings necessary to maintain and update professional knowledge.</p> <p>Utilizes behaviors consistent with Facilitated IEP training to conduct efficient and productive IEP meetings in which all participants feel valued and heard. Assists staffing committee/IEP team members in developing, implementing, and monitoring progress of IEP goals to ensure IEPs are implemented with fidelity.</p> <p>Utilizes district-wide data management systems to collect and analyze data to inform decisions related to student needs.</p>
<p>Davis, Ericka</p>		<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>

Name	Position Title	Job Duties and Responsibilities
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Mentors and demonstrates evidence-based strategies that are effective with students who are exceptional.
 Serves as liaison between school personnel and the district ESE staff.
 Attends workshops, conferences and monthly meetings necessary to maintain and update professional knowledge.
 Utilizes behaviors consistent with Facilitated IEP training to conduct efficient and productive IEP meetings in which all participants feel valued and heard. Assists staffing committee/IEP team members in developing, implementing, and monitoring progress of IEP goals to ensure IEPs are implemented with fidelity.
 Utilizes district-wide data management systems to collect and analyze data to inform decisions related to student needs.

Demographic Information

Principal start date

Thursday 7/23/2020, 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.*

1

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.*

3

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

804

Identify the number of instructional staff who left the school during the 2020-21 school year.

23

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 5/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	58%	57%	57%	59%	56%
ELA Learning Gains				49%	57%	58%	60%	54%	55%
ELA Lowest 25th Percentile				41%	49%	53%	55%	46%	48%
Math Achievement				67%	60%	63%	62%	63%	62%
Math Learning Gains				62%	56%	62%	54%	54%	59%
Math Lowest 25th Percentile				43%	39%	51%	48%	41%	47%
Science Achievement				52%	54%	53%	57%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	52%	60%	-8%	58%	-6%
Cohort Comparison		-50%				
05	2021					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	62%	7%	62%	7%
Cohort Comparison						
04	2021					
	2019	73%	61%	12%	64%	9%
Cohort Comparison		-69%				
05	2021					
	2019	55%	57%	-2%	60%	-5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	56%	-4%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For grade 1 and 2, we monitored progress for the fall, winter and spring using iReady Reading and Math. For 3rd grade we compiled the data using iReady reading for fall, winter, and spring. For math we used iReady for fall and winter. We used FSA data for spring. Grade 4 and 5 used iReady data, reading and math, for fall and winter. Then, used FSA data for spring. 5th grade science progress-monitoring was based off LSA's quarterly assessment for Fall and Winter. The 5th grade science state assessment was used for spring data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/15%	37/32%	65/53%
	Economically Disadvantaged			
	Students With Disabilities	0	2/8%	7/25%
	English Language Learners	0	0	1/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/14%	36/31%	72/59%
	Economically Disadvantaged			
	Students With Disabilities	3/14%	7/28%	11/39%
	English Language Learners	0	0	1/25%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34/25%	62/43%	93/62%
	Economically Disadvantaged			
	Students With Disabilities	2/10%	3/19%	7/38%
	English Language Learners	0	1/25%	1/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/15%	50/35%	98/66%
	Economically Disadvantaged			
	Students With Disabilities	2/10%	3/15%	8/38%
	English Language Learners	0	0	2/50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/41%	78/59%	101/75%
	Economically Disadvantaged			
	Students With Disabilities	3/12%	5/22%	11/41%
	English Language Learners	0	1/33%	3/75%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/15%	38/29%	63/48%
	Economically Disadvantaged			
	Students With Disabilities	1/4%	2/7%	0
	English Language Learners	0	1/33%	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/26%	48/36%	49/39%
	Economically Disadvantaged			
	Students With Disabilities	5/18%	4/14%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/18%	26/20%	74/57%
	Economically Disadvantaged			
	Students With Disabilities	3/11%	2/7%	3/33%
	English Language Learners	0	0	1/33%

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		26/23%	46/40%	64/58%
	Economically Disadvantaged				
	Students With Disabilities		2/11%	3/16%	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		24/22%	36/32%	55/50%
	Economically Disadvantaged				
	Students With Disabilities		0	1/5%	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		48/68%	68/65%	55/50%
	Economically Disadvantaged				
	Students With Disabilities		5/53%	1/33%	
	English Language Learners		1/100%	2/50%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	25	30	28	11	17	15				
ELL	40			52							
BLK	41			34			55				
HSP	57	50		57	47		53				
MUL	38			38							
WHT	49	53	38	58	41	27	48				
FRL	48	51	29	46	37	24	48				
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				

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
HSP	39	38	39	59	57	50	47				
MUL	68	59		68	65		40				
WHT	56	53	43	71	66	48	60				
FRL	49	48	39	62	58	42	43				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	37	28	37	29	26				
ELL	45	76	80	59	52						
BLK	40	52	40	42	54	36	38				
HSP	42	55	69	56	57	65	35				
MUL	50	71		42	41						
WHT	64	61	50	67	54	44	68				
FRL	54	57	53	58	52	46	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 20-21 FSA ,data indicates that approximately half of students are meeting or exceeding expectations in the core content areas. Lowest quartile students are not making the expected learning gains. Disparity between economically disadvantaged students

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

20-21 FSA data indicates that the greatest need improvement is in the lack of learning gains of the lowest 25%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors that prevented the lowest quartile of students from making learning gains included; not having consistently high expectations for all students, lack of high quality, scaffolded support with grade level content, inconsistency with differentiated instruction, and barriers to co-teaching to support ESE students. To address this area of need, the lowest quartile of students will be discussed in bi-weekly data chats in an effort to support high expectations and high quality instruction. The ESE specialist will support and monitor the relationship and roles of the general education and ESE teacher to provide strategies and instruction to LQ ESE students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement according to the 2020-2021 Florida Statewide Assessments was ELA Learning Gains which increased from 49% to 55%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor to the learning gains in ELA are the implementation of a school wide writing plan where teachers used Write Score data to target students needs. This was a new implementation in the 20-21 school year . Collaborative planning was also used to analyze and gain knowledge of effective teaching strategies. After school tutoring was offered for students who had deficiencies in reading. In addition, the literacy coach newly implemented small group intervention groups to help third grade striving students. In addition, the school also began intervention groups in LLI to raise learning gains for the lowest quartile.

What strategies will need to be implemented in order to accelerate learning?

To continue the learning gains in Reading, we will begin the Walk to Intervention Program which targets student academic reading deficiencies. Using current data, a plan of action is prescribed to target each student's academic need for growth. Reading student portfolio will also be implemented to target individual student reading deficiencies and help teachers track student progress. Targeted instruction will include phonics, phonemic awareness, fluency, vocabulary, and comprehension (Informational and Literary). School-wide data binders will be used to track student progression in English Language Arts. In addition we will be conducting monthly data chats to increase staff collaboration tied to the Professional Learning Community.

To continue learning gains in Math, we will begin Greatness Time (Math Intervention), implementation of school-wide number talks. In lieu of utilizing iReady lessons solely, we will be practicing teacher-led targeted small group instruction four days a week. Teachers will utilize "Next Steps and Resources for Instruction" from iReady

To continue learning gains in Science, we will begin a STEM specials rotation in which students will be exposed to hands-on labs that are aligned with grade level standards. In addition, implementation of a week-long Science Fair to supplement the Nature of Science aligned standards. School-wide data binders will be used to track student progression in English Language Arts. Monthly data chats will be conducted.

In addition we will be conducting monthly data chats to increase staff collaboration tied to the Professional Learning Community. School-wide data binders will be used to track progression in all subjects.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will accelerate learning for teachers and leaders throughout the year. Over the summer the leadership team attending the Summer Leadership Institute. For reading, the leadership team will provide professional development for our teachers in Wit & Wisdom, differentiation for targeted Greatness Time. To accelerate math the math coach, along with two teacher leaders, will give professional development on Number Talks. Our STEM teacher will be attending the SMART LAB training to effectively implement the STEAM lab.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include learning walks conducted to detect academic learning and instructional trends throughout the school. In addition, receiving small group targeted instruction that is based on data analysis will help to maintain sustainability in the success for all students.

Part III: Planning for Improvement

Areas of Focus:

#1. 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:

We will increase family attendance for school events and programs. Maintaining a positive school culture which supports engaged learners and increased attendance. We will also see the number of bullying investigations and out of-school suspensions decrease.

Monitoring:

We will monitor attendance at each family event and expect to see growth from prior years. Student achievement data will 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. During our monthly data chats, a focus area will be on attendance to target students that are flagged with EWS.

Person responsible for monitoring outcome:

Deborah K. Harris (harrisd2@lake.k12.fl.us)

Evidence-based Strategy:

The Sanford Harmony curriculum and Zones of Regulation empowers the ability to communicate, cooperate, and connect and resolve conflict. These social emotional lessons and conversations build healthy relationships among students, faculty, and staff. In addition, a professional development on the evidence based strategy of Sanford Harmony and Zones of Regulation will be provided with follow up guidance and feedback.

Rationale for Evidence-based Strategy:

By monitoring and implementing the use of Sanford Harmony, LEAPS, Zones of Regulation, and Restorative Practice there will be a decrease in student behaviors and increase in attendance resulting in an increase in student achievement.

Action Steps to Implement

1. Morning meeting with students, mindful Mondays, and wellness Wednesdays.

Person Responsible

Caitlin Flynn (caitlinflynn1@yahoo.com)

2. Teachers will receive refreshers in Sanford Harmony throughout the year. Training in LEAPS, Restorative Practices and Zones of Regulation for proper faculty and staff implementation.

Person Responsible

Caitlin Flynn (caitlinflynn1@yahoo.com)

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

Person Responsible

Caitlin Flynn (caitlinflynn1@yahoo.com)

4. Implement Covey's 7 habits.

Person Responsible Caitlin Flynn (caitlinflynn1@yahoo.com)

5. After school clubs (Girls on the Run, Boys to Men, STEM, National Honor Society, Robotics, Running Club, Safety Patrol, Mathletics, Volleyball, Soccer, Treadway Ladies Club, K-Kids, Gardening Club, Craft Club, Writing Club, Chorus, and Math Fact Pack)

Person Responsible Caitlin Flynn (caitlinflynn1@yahoo.com)

6. Use the Problem Solving Team (Potential Specialist, School Counselor, Mental Health Liaison, PASS, ESE Specialist, Differentiation Specialist, Literacy Coach, Math Coach, CRT, Dean, Teachers, and Administration) to data analysis to determine student needs.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

With high expectations and a growth mindset, teachers will plan and deliver standards based instruction through authentic literacy utilizing newly adopted English Language Arts curriculum and mathematical experiences. By utilizing the gradual release of responsibility model, with an explicit focus on creating collaborative learning opportunities consistently throughout all grade levels, 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 Achievement dropping from 52% to 48%. This area of focus will improve student achievement by ensuring teachers are planning lessons with the district initiative and new B.E.S.T standards 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. In addition, small group instruction that is standards aligned specifically targets student’s individual needs based on formative assessment. Treadway is committed to increasing student achievement by setting high expectations and a growth mindset throughout all grade levels and content areas.

Measurable Outcome:

After an analysis of the 20-21 FSA data, we expect to see an increase in the following areas:
 ELA Achievement from 48% to 60 percent or higher, ELA Learning Gains from 55% to 60% or higher, and ELA Learning Gains of the Lowest Quartile from 30% to 58%. Math Achievement from 54% to 72% or higher, Mathematics Learning Gains from 43% to 67% or higher, and Mathematics Learning Gains of the Lowest Quartile to 25% to 55%. Science Achievement from 50% to 60% or higher.

Monitoring:

Through strategic lesson planning, engaging instruction, collaborative planning with administrative team, consistent monitoring of formative assessments, and a strong focus on the 4 PLC questions.

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, Pearson Science and Math Curriculum, Foundations, Geodes, Wit & Wisdom curriculum, Write Score, Science Bootcamp and Acaletics as support to instruction. Students will have access to content that provides high 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 individual teacher feedback to help improve instructional practices.

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)

9. Teachers will use formative assessments to make informed decisions targeting individual student needs.

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

#3. 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 an additional research based strategy and the MTSS coordinator/interventionist collects and tracks further detailed data.

Measurable Outcome:

According to the 20-21 FSA scores, 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. 58% or higher making learning gains in the bottom quartile in ELA as opposed to 30%. 55% or higher making learning gains in the bottom quartile in Math as opposed to 25%. Overall learning gains in math, raising the percentage to 50% as opposed to 25%. Overall learning gains in ELA raising the percentage to 58% as opposed to 30%.

Monitoring:

LLI will be used to increase reading fluency and comprehension. Small group instruction is 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 administration and MTSS problem solving teams.

The school will be implementing Greatness Time for math. During this time teachers will work in small group with targeted instruction based on students' needs. The leadership team will work with specific students in the bottom quartile and meet regularly to discuss progress.

Person responsible for monitoring outcome:

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

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.

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

Targeted small groups based on ESE, MTSS, and bottom quartile students. By focusing in these areas we should see an increase in our lowest quartile students in ELA from 30 to 58 percent and 25 to 55 percent in Math.

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

Intervention team will facilitate small group instruction. By focusing in this area we should see an increase in our lowest quartile students in ELA from 30 to 58 percent and 25 to 55 percent in Math.

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

Lower Quartile Team will mentor striving students- build relationship and pull/push in for small group. By focusing in this area we should see an increase in our lowest quartile students in ELA from 30 to 58 percent and 25 to 55 percent in Math.

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

Continuous Data Conversations and Progress Monitoring. By focusing in this area we should see an increase in our lowest quartile students in ELA from 30 to 58 percent and 25 to 55 percent in Math.

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

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)

Wit and Wisdom Scaffold Extension

Person Responsible Cathy Burris (cathyburris43@gmail.com)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the ELA FSA data from 2020-2021 school year, grades 3 and 4 had averages scoring a 3 or higher below 50%. The data indicates our third and fourth grade students had 42% scoring a 3 or higher on the ELA standardized assessment which was significantly lower than our fifth graders who scored 58% on or above grade level.

Measurable Outcome: Increase percentage of 3rd grade students scoring level 3 or higher on 2022 ELA standardized assessment from 45.4% to 50%. Increase percentage of 4th grade students scoring level 3 or higher on 2022 ELA standardized assessment from 38.9% to 50%.

Increase percentage of 5th grade students scoring level 3 or higher on 2022 ELA standardized assessment from 58.2% to 61.2%. We will also increase the number of students who are proficient on the end of the year I-Ready Diagnostic in third grade from 77% to 81%, in fourth grade student proficiency will increase from 34% to 50%, and our fifth grade reading proficiency will increase from 38% to 50%.

Monitoring: We will be monitoring reading proficiency by conducting classroom walk-throughs, Collaborative planning which will take place on every week on Tuesdays and Thursdays, allowing for teachers to discuss best teaching practices and standards based instruction. In addition, data chats will be held monthly to discuss student progress and make any adjustments needed. The leadership team will closely monitor APM data and I Ready Data in 3-5 to determine growth throughout the year.

Person responsible for monitoring outcome: Venessa King (kingv@lake.k12.fl.us)

Evidence-based Strategy: This area of focus will be monitored for the desired outcome through school-wide initiatives designed to target every student's precise academic need. Greatness Time, Leveled Literacy Interventions, Wit & Wisdom, and Wilson's Foundations will be main evidence based instructional tools used at Treadway Elementary. Greatness Time is time set aside each day of the week for teachers to implement targeted systematic research based instruction in ELA. Resources that will be used to monitor reading proficiency for all students include the following; iReady's Language Arts Florida Standards Ready books designed for grades 3-5 addressing reading comprehension skills and strategies; iReady Phonics books implemented for students who are struggling with foundational skills and Language Leveled Literacy Resources for students identified as Tier 2 and Tier 3 on the MTSS. These ELA reading programs will be conducted by teach led small groups by classroom teachers and intervention specialists.

Rationale for Evidence-based Strategy: Wilson's Foundations is our schools adopted instructional material for K-2 foundational skills. Foundations incorporates the Science of Reading and Writing to teach students phonemic awareness, phonics, spelling, and handwriting. It has a "Promising Evidence" outcome on ESSA. Great Minds Wit and Wisdom is our core adopted instructional material for K-5 ELA approved by the FLDOE. The curriculum incorporates the principles of the Science of Reading into our ELA instruction. I-Ready teacher directed instruction is computerized evidence based instruction from Curriculum and Associates for ELA. It has a "Moderate" rating on ESSA. LLI or Leveled Literacy intervention is a small group literacy program taught by literacy specialists struggling in Reading. It focuses on oral language, phonics, fluency, vocabulary, and comprehension. It has a "Strong" ESSA rating. If we implement, monitor, and support these programs with fidelity there will be an increase in our students reading proficiency. We should see our end of the year I-Ready Data from 2021 increase

for 2022 from 77% to 81% in third grade, our fourth grade data increase from 34% to 50%, and our fifth grade data increase from 38% to 50%.

Action Steps to Implement

Provide professional development, modeling, and collaborative discussions surrounding our newly implemented core instruction-Wilson's Foundations and Wit and Wisdom.

Person Responsible Cathy Burris (cathyburris43@gmail.com)

Complete I-Ready data analysis to create target instructional groups during our intervention block. Conduct data chats with the teachers to identify targeted areas of need for each student.

Person Responsible Cathy Burris (cathyburris43@gmail.com)

Implement Leveled Literacy Intervention groups to K-5 students who show a need for intense intervention in ELA.

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

- Integration of BEST Standards with Florida Standards- During this school year, teachers are teaching BEST Standards in grades K-5. Within grades 3-5, in addition to implementing the BEST Standards with the new curriculum the teachers are doing a cross-walk with the Florida Standards by providing instruction and practice on FSA formatting and question types.

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

- Implementation of Wonderful Working Wednesdays- The implementation of Wonderful Working Wednesday gives each grade level the opportunity to have a half day of MTSS meetings and a half day of planning. During this time, the implementation of the new curriculum is reviewed as well as data that can be used to drive their instruction.

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

- Professional Development- During this school year, teachers have had professional developments on the Wit and Wisdom curriculum as well as Foundations and Geodes curriculums. Teachers are preparing to receive training on iReady and how they can use the iReady information to group students for small group reading practice.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

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

Teacher Led Clubs for Students: Art Club, Math Fact Pack, Chorus, Writing, Craft Club, Drama, Gardening Club, Student Council, K- Kids, Boys to Men, TLC, Soccer, Volleyball, Mathletics, Safety Patrol, Girls on the Run, Running Club, Stem, Robotics, and National Honors Society

PTO & SAC

CUB CLUB- This is a club for all first and second year teachers to the school to provide assistance, support, and information to help them transition to a new school environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Kayli Tasker: leader of the Sunshine Committee meeting
 Desiree Lawrence: Positive Behavior Support
 Brant Pawlowski: Positive Alternative to School Suspension
 Leadership Team: Math/Science Coach-Janette Watkins, Literacy Coach-Cathy Burris, CRT- Jason Sidoruk, Mental Health Liaison- Stacey Fields, Principal- Dr. Vanessa King, Vice Principal; Deborah Harris, Potential Specialist Holly Raeder, Dean Caitlyn Flynn, and School Counselor- Liz Mattos are to assist in all school wide events.
 Cathy Burris: Literacy Coach, Janette Watkins: Math/ Science Coach, Jason Sidoruk: CRT Mellissa Dillon: Reading Specialist - Cub Club Sponsors
 National Honors Society Sponsor: Jennifer Graves and Caitlyn Flynn
 Robotics Sponsor: Maggie Slaight
 STEM Club Sponsor: Janette Watkins and Chelsea Bernier
 Girls on the Run Sponsor: Amanda McCullough
 Safety Patrol Sponsors: Holly Raeder, Jason Sidoruk, Blake Monday
 Mathletics Sponsor: Janette Watkins
 Volleyball Sponsor: Rasha Frye
 Soccer Sponsor: Janet Bartlett
 TLC Sponsor: Stacey Fields, Deborah Harris, Caitlyn Flynn, Janette Watkins
 Boys to Men Sponsor: Jason Sidoruk, Brant Pawlowski, Darryl Reaves
 K-Kids Sponsors: Cathy Burris, Deborah Sullivan
 Gardening Club Sponsor: Raphaelle Tribie, Deborah Sullivan
 Craft Club Sponsor: Jessica Buss, Stacey Fields, and Maggie Slaight
 Writing Club Sponsor: Cathy Burris
 Math Fact Pack Sponsor: Janette Watkins

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00