

Lake County Schools

Treadway Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (52%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

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

Provide the school's vision statement.

Treadway Elementary's vision is to develop the academic skills, habits of mind, and character traits necessary to foster growth in all students.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.</p> <p>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, ParentTeacher 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>

Name	Position Title	Job Duties and Responsibilities
Harris, Deborah K.	Assistant Principal	<p>To assist in the administration, coordination and management of all elementary school campus and academic activities.</p> <p>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. Organizes and schedules time and work assignments to carry out the school guidance program.</p> <p>Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.</p> <p>Works with students in individual, group and classroom guidance settings. 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>
Meadows, Melissa	Dean	<p>Investigates problems of disciplinary nature, documents information, and reports findings and decisions to appropriate individuals. Works closely with the assistant principal, 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>Provides data analysis, reports, and supports teachers and leaders.</p> <p>Provides on-site professional development. Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs.</p> <p>Participates on school staffing committees to facilitate appropriate program placement.</p> <p>Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities.</p> <p>Supports and mentors new teachers.</p>
Malloy, Brooke	Instructional Coach	<p>Serves as local school curriculum liaison for the K-5 instructional program and coordinates academic events.</p> <p>Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing.</p> <p>Provides data analysis, reports, and supports teachers and leaders.</p> <p>Provides on-site professional development.</p> <p>Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs. Participates on school staffing committees to facilitate appropriate program placement.</p> <p>Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities.</p> <p>Supports and mentors new teachers.</p>

Name	Position Title	Job Duties and Responsibilities
Burris, Cathy	Instructional Coach	<ol style="list-style-type: none"> 1. Model enthusiasm, commitment and intensity for focused reading instruction 2. Visit classrooms on a daily basis to: <ol style="list-style-type: none"> a. Encourage and support teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction. b. Demonstrate strategies teachers can be using in order to shape instruction. c. Observe and problem solve with teachers on how to overcome student literacy learning obstacles. d. Model Scientific Based Reading Research. e. Work directly with students. 3. Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. 4. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks. 5. Facilitate grade level or team meetings focusing on the accomplishment of the reading benchmarks. 6. Continually upgrade literacy and instructional knowledge and skills. 7. Provide coordination by assisting with scheduling and orientation of new teachers to reading instruction . 8. Report student assessment data to the principal, the central office Reading Program Specialist, the Testing and Evaluation Office
Scarcella, Kim	Instructional Coach	<ol style="list-style-type: none"> 1. Model enthusiasm, commitment and intensity for focused reading instruction 2. Visit classrooms on a daily basis to: <ol style="list-style-type: none"> a. Encourage and support teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction. b. Demonstrate strategies teachers can be using in order to shape instruction. c. Observe and problem solve with teachers on how to overcome student literacy learning obstacles. d. Model Scientific Based Reading Research. e. Work directly with students. 3. Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. 4. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks. 5. Facilitate grade level or team meetings focusing on the accomplishment of the reading benchmarks. 6. Continually upgrade literacy and instructional knowledge and skills. 7. Provide coordination by assisting with scheduling and orientation of new teachers to reading instruction .

Name	Position Title	Job Duties and Responsibilities
		<p>8. Report student assessment data to the principal, the central office Reading Program Specialist, the Testing and Evaluation Office</p>
Matos, Lizz	School Counselor	<p>Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students. Organizes and schedules time and work assignments to carry out the school guidance program.</p> <p>Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.</p> <p>Works with students in individual, group and classroom guidance settings. 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>
Fields, Stacy C.	Other	<p>Coordinates school-based mental health services across all tiers of the MTSS framework. Collaborates with district Mental Health Specialists. 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,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>job proficiency, current trends, and best practices relevant to the area of responsibility.</p>
Davis, Ericka	Other	<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 reevaluation 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.</p> <p>Reports progress regularly on ESE Department goals and processes.</p> <p>Mentors and demonstrates evidence-based strategies that are effective with students who are exceptional.</p> <p>Serves as liaison between school personnel and the district ESE staff.</p> <p>Attends workshops, conferences and monthly meetings necessary to maintain and update professional knowledge.</p> <p>Utilizes behaviors consistent with Facilitated IEP training to conduct efficient and productive IEP meetings in which all participants feel valued and heard. Assists staffing committee/IEP team members in</p>

Name	Position Title	Job Duties and Responsibilities
		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 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

870

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	131	135	108	156	149	140	0	0	0	0	0	0	0	819
Attendance below 90 percent	68	47	50	63	53	54	0	0	0	0	0	0	0	335
One or more suspensions	5	3	1	2	11	7	0	0	0	0	0	0	0	29
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 2022 statewide FSA ELA assessment	0	0	0	36	41	31	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	36	52	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	0	5	30	19	17	51	0	0	0	0	0	0	0	122
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	20	33	28	69	96	73	0	0	0	0	0	0	0	319

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	2	10	0	0	0	0	0	0	0	0	0	19
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

Friday 8/19/2022

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	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	
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 FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	

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

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	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	
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 FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	
Students with two or more indicators	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	
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 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	50%	56%				52%	58%	57%
ELA Learning Gains	63%						49%	57%	58%
ELA Lowest 25th Percentile	57%						41%	49%	53%
Math Achievement	58%	46%	50%				67%	60%	63%
Math Learning Gains	53%						62%	56%	62%
Math Lowest 25th Percentile	36%						43%	39%	51%
Science Achievement	46%	52%	59%				52%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	52%	60%	-8%	58%	-6%
Cohort Comparison		-50%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	62%	7%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	73%	61%	12%	64%	9%
Cohort Comparison		-69%				
05	2022					
	2019	55%	57%	-2%	60%	-5%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	56%	-4%	53%	-1%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	48	38	30	31	24	35				
ELL	61	72		61	58						
BLK	36	46	53	32	40	30	29				
HSP	56	72		59	61		41				
MUL	50	67		48	47						
WHT	56	66	61	64	54	41	54				
FRL	46	60	58	51	48	34	43				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	82
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 21-22 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 and Students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

21-22 FSA data indicates that the greatest need improvement is in the lack of learning gains of the lowest 25% in math.

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 coteaching 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 2022 state assessments, showed the most improvement?

The data component that showed the most improvement according to the 2021-2022 Florida Statewide Assessments was ELA Learning Gains in the bottom quartile which increased from 30% to 57%.

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 walk to intervention with the support of our coaches and interventionist. This was a new implementation in the 21-22 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 phonics instruction. 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 continue Walk to Interventions which target 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 iRead teacher toolbox.

To continue learning gains in Science, we will continue a STEM specials rotation in which students will be exposed to hands-on labs that are aligned with grade level standards and monitor it with fidelity. Continuation of a week-long Science Fair to supplement the Nature of Science aligned standards. In addition, we will be conducting monthly data chats to increase staff collaboration tied to the Professional Learning Community. School-wide teacher 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 and Foundations as needed.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Analysis of state testing data identified mathematics instruction, specifically relating to the lowest quartile as a critical area of need. 2021-2022 FSA data shows that 42% of our students are still below proficiency in Math. In addition, 64% of our students in the lowest quartile did not make learning gains in math. To address this need, general education teachers, ESE support facilitators, teacher assistants, and leadership team members will work collaboratively to plan targeted, data driven instruction to ensure all students achieve at high levels. Professional learning teams will utilize district adopted high quality instructional materials as well as the B.E.S.T Instructional Guide for Mathematics (B1G-M) to plan instruction that is aligned to the full intent of the standards. Teachers will facilitate meaningful math discourse, pose purposeful questions, provide opportunities for students to use and connect mathematical representations, build procedural fluency from conceptual understanding, and support productive struggle through the use of authentic learning tasks that provide opportunities for students to read, write, think, and discuss in every lesson every day.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students meeting high standards in math from 58% to 72% or higher. Increase the percentage of students making learning gains in math from 53% to 67% or higher, and increase learning gains of our lowest quartile students from 36% to 55% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring math proficiency and learning gains by conducting classroom walk-throughs, providing feedback based on best teaching practices, engaging in weekly results-oriented professional learning teams, and allowing for teachers to discuss and implement best teaching practices and standards based instruction. The leadership team will engage in data chats with teachers and closely monitor FAST data and iReady data to determine growth throughout the year.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being

Collaborative teams will plan instruction that is aligned to the full extent of the standard. Teachers will engage in weekly professional learning teams to have data based discussion centered around the four essentials questions of a PLC: What do we want students to know? How will we know if they have learned it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? With high expectations, teachers will plan and deliver standards based, data-driven instruction to ensure all students learn at high levels. Instruction will utilize best teaching practices including gradual release of responsibility, accountable collaborative learning

implemented for this Area of Focus.

opportunities, facilitation of meaningful math discourse, purposeful questioning, opportunities for students to use and connect mathematical representations, procedural fluency built from conceptual understanding, and allowing for and supporting productive struggle.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

If we utilize research-based best teaching practices to plan data-driven instruction aligned to the full extent of the standard; meet as results-oriented professional learning teams to analyze data and plan for intervention and acceleration opportunities; and provide opportunities for students to develop a deep conceptual understanding, then all students, including our lowest quartile, will achieve at high levels in mathematics.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will facilitate weekly meetings with professional learning teams to analyze student learning data and engage in conversations focused around the four PLC questions, specifically: how will we respond when some students do not learn and how will we extend the learning for students who are already proficient.

Person Responsible Janette Watkins (watkinsj1@lake.k12.fl.us)

Teachers will utilize the B.E.S.T Instructional Guide for Mathematics (B1G-M) and our district adopted high quality instructional materials to ensure that instruction is aligned to the full intent of the new B.E.S.T standards.

Person Responsible Brooke Malloy (malloyb@lake.k12.fl.us)

Teachers will engage students in number talks 4-5 times per week.

Person Responsible Janette Watkins (watkinsj1@lake.k12.fl.us)

General education teachers will work closely with their grade level ESE support facilitators to implement collaborative teaching practices that support all students, specifically those in the bottom quartile.

Person Responsible Ericka Davis (davise2@lake.k12.fl.us)

Learning walks will be conducted by the leadership team to identify trends and provide teachers with specific feedback relating to effective teaching practices.

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

Math coaches will use research based strategies to work with students identified as needing Tier 3 mathematics support.

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

In order to promote deeper learning and understanding of mathematics, teachers will intentionally plan authentic tasks that engage learners in the Mathematical Thinking and Reasoning (MTR) Standards.

Person Responsible Janette Watkins (watkinsj1@lake.k12.fl.us)

Teachers will utilize best practices that allow students to make meaning through collaborative learning experiences.

Person Responsible Brooke Malloy (malloyb@lake.k12.fl.us)

Teachers will use the Concrete Representational Abstract (CRA) instructional approach to support students in developing a deep conceptual understanding that leads to procedural fluency.

Person Responsible Brooke Malloy (malloyb@lake.k12.fl.us)

Leadership team will conduct data chats with professional learning teams based on both FAST progress monitoring and iReady.

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

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>According to the 21-22 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% LLI and Small group instruction will focus on targeted skills and repetition. Students will be taken through gradual release using more modeling and guided practice. Intervention walks, as well as data analysis of LLI assessments will be analyzed weekly by the PST.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>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.</p>
Person responsible for monitoring outcome:	<p>Brooke Malloy (malloyb@lake.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>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 to the assistant principal and principal with trends and data monthly.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

If we implement, monitor and support 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. 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 Janette Watkins (watkinsj1@lake.k12.fl.us)

2. 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 57 to 62 percent and 36 to 55 percent in Math.

Person Responsible Cathy Burris (cathyburris43@gmail.com)

3. 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 57 to 62 percent and 36 to 55 percent in Math.

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

4. Continuous Data Conversations and Progress Monitoring. By focusing in this area we should see an increase in our lowest quartile students in ELA from 57 to 62 percent and 36 to 55 percent in Math.

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

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

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

#3. Positive Culture and Environment specifically relating to Early Warning Signs

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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)

The Sanford Harmony curriculum and Zones of Regulation empowers the ability to communicate, cooperate, and connect and resolve conflict. These social emotional lessons

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

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

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

Stacy C. Fields (fieldss1@lake.k12.fl.us)

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

Person Responsible

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

4. 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

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

5. 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

Lizz Matos
(matossantiagol@lake.k12.fl.us)

6. Monitor students' attendance on a daily/weekly basis and set up an incentive program to encourage student to come to school, as well as support parents with getting their child to school on time everyday.

Person Responsible

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

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

**Area of Focus
Description and
Rationale:**
**Include a rationale
that explains how it
was identified as a
critical need from the
data reviewed.**

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 48% of our students are still below proficiency in ELA. This area of focus will improve student achievement by ensuring teachers are planning lessons with the district initiative and 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:
**State the specific
measurable outcome
the school plans to
achieve. This should
be a data based,
objective outcome.**

After an analysis of the 21-22 FSA data, we expect to see an increase in the following areas:
ELA Achievement from 53% to 60 percent or higher, ELA Learning Gains from 63% to 66% or higher, and ELA Learning Gains of the Lowest Quartile from 57% to 62%.
Math
Achievement from 58% to 72% or higher, Mathematics Learning Gains from 53% to 67% or higher, and Mathematics Learning Gains of the Lowest Quartile to 36% to 55%.
Science
Achievement from 46% to 60% or higher.

Monitoring:
**Describe how this
Area of Focus will be
monitored for the
desired outcome.**

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:**
**Describe the
evidence-based**

Teachers will utilize the gradual release model in all subjects in all classes daily. We will be implementing facilitated PLT meetings as an opportunity for teachers and coaches

strategy being implemented for this Area of Focus.

to work together to analyze student data and best teaching practices 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:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Brooke Malloy (malloyb@lake.k12.fl.us)

2. Standards based lessons and assignments through new math curriculum, Pearson Science and Math Curriculum, Foundations, Geodes, Wit & Wisdom curriculum, Science Bootcamp as support to ELA and Science 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. . Intentional Learning Walks will be used to identify trends and allow for individual teacher feedback to help improve instructional practices.

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

4. Teachers will follow progression of county blueprints to make sure all standards are taught, using the instructional Framework

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

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

Person Responsible Brooke Malloy (malloyb@lake.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2021-22 End of Year (EOY) iReady Reading data, 21% of our kindergarten class is performing below grade level, 54% of our first grade class is performing below grade level and 35% of our second grade class is performing below grade level. Based upon the 2021-22 EOY data the reading achievement gap is a critical issue for our primary grade students. This area of focus will allow us to target instruction on the early literacy skills necessary to ensure reading proficiency in our primary grades.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to our ELA FSA data from the 2022 school year, our 5th grade had 51% of the students scoring below proficiency. With high expectations and a growth mindset, teachers will continue to plan and deliver standards based instruction through authentic literacy utilizing our adopted English Language Arts curriculum. 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. Teachers will incorporate small group instruction in their 120 minute reading block to target students' specific reading needs. Individual reading conferences will be incorporated into students' academic day to monitor and provide feedback for metacognitive strategies being practiced during independent reading. In addition to the instructional reading block, students will receive targeted intervention or enrichment in reading for 30 minutes everyday. This area of focus was identified as a critical area of need because the data shows a decline in student test scores in grade 5 ELA achievement dropping from 58% to 49% of our students being proficient readers. 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 and individual reading conferences specifically targets student's individual reading needs will

create more proficient readers. Treadway is committed to increasing student achievement by setting high expectations and a growth mindset during the students academic day.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

An analysis of the 2022-23 BOY Star Early Literacy data indicated 54% of our kindergarten class and 59% of our 1st grade class are not on target to score proficient on the EOY Star Early Literacy/Reading assessment. Data from the 2022-23 Star Reading assessment indicated 65% of our 2nd grade class is not on target to score proficient on the EOY Star Reading test. We expect our students to make the following gains on the EOY Star Early Literacy/Reading assessment - our kindergarten class to increase from 46% of students reading on or above grade level to 60% proficient. Our 1st grade class will increase from 41% of students reading on or above grade level to 60% proficient. The 2nd grade class will increase from 35% of students reading on or above grade level to 60% proficient.

Grades 3-5: Measureable Outcome(s)

After an analysis of the 2022 ELA FSA data, we expect to see an increase in our 5th grade ELA achievement
grow from 49% proficient to 55% of our students scoring a 3 or better on the 2023 F.A.S.T assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The reading proficiency of our K-5 students will be monitored through the Florida Assessment of Student Thinking (F.A.S.T.). Students will be progress monitored three times a year. Kindergarten through 1st grade student's reading proficiency will be assessed using Star Early Literacy and 2nd grade student's reading proficiency will be measured through Star Reading. FAST Reading will be administered to our 3rd-5th grade students. As the F.A.S.T. is aligned to Florida's BEST Standards, student's individual reading growth will be measured as they complete each progress monitoring assessment. The progress monitoring data will be analyzed by the leadership and grade level teams during PLTs. Common assessment data will be analyzed by grade level teams and instructional coaches to determine next steps to ensure all students are provided with the instructional support they need. In addition, classroom walk-throughs will be conducted to ensure teachers are using best teaching practices in Reading.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

King, Venessa, kingv@lake.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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/Geodes will be the 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 tools for instruction; SIPPS, 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 teacher led small groups by classroom teachers and intervention specialists.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Wilson's Foundations is our schools adopted instructional material for K-2 foundational 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 from the online tools for 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.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide professional development, modeling, and collaborative discussions surrounding core instruction of Wilson's Foundations and Wit and Wisdom.	Scarcella, Kim, scarcellak@lake.k12.fl.us
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.	Burris, Cathy, cathyburris43@gmail.com
Implement Leveled Literacy Intervention (LLI) groups to K-5 students who show a need for intense intervention in ELA.	King, Venessa, 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.	King, Venessa, 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 i-Ready and how they can use the i-Ready information to group students for small group reading practice.	King, Venessa, kingv@lake.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Kayli Tasker: Sunshine Committee Chairperson

Janette Watkins/ Brooke Malloy: Positive Behavior Support

Richard Ross: Positive Alternative to School Suspension

Leadership Team: Math/Science Coach-Janette Watkins, Literacy Coach-Cathy Burris, Literacy Coach K-2

Kimberly Scarcella, CRT- Brooke Malloy

Mental Health Liaison- Stacey Fields, Principal- Dr. Venessa King, Vice Principal; Deborah Harris, Potential Specialist Holly Raeder, Dean Melissa Meadows, and School Counselor- Liz Matos are to assist in all

school wide events.

Cathy Burris: Literacy Coach, Janette Watkins: Math/ Science Coach, Brooke Malloy: CRT Mellissa Dillon: Reading Specialist - Cub Club Sponsors

National Honors Society Sponsor: Jennifer Graves

Robotics Sponsor: Joseph Newton

STEM Club Sponsor: Janette Watkins and Chelsea Bernier; Brooke Malloy

Girls on the Run Sponsor: Amanda McCullough

Safety Patrol Sponsors: Holly Raeder, Blake Monday

Mathletics Sponsor: Janette Watkins

Volleyball Sponsor: Rasha Frye

Soccer Sponsor: Janet Bartlett

TLC Sponsor: Stacey Fields, Deborah Harris, Janette Watkins

Boys to Men Sponsor: Richard Ross, Corey Hartley

K-Kids Sponsors: Cathy Burris, ; Lizz Matos

Gardening Club Sponsor: Raphaelle Tribie, Deborah Sullivan

Craft Club Sponsor: Jessica Buss, Stacey Fields,

Writing Club Sponsor: Cathy Burris

Math Fact Pack Sponsor: Janette Watkins