

Lake County Schools

Treadway Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	20
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	29
VI. Title I Requirements	33
VII. Budget to Support Areas of Focus	35

Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.</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. 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. Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student. Works with students in individual, group and classroom guidance settings. Demonstrates skills that lead to effective conferencing/ counseling with students, parents and other professionals. Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns. Consults with administrators, teachers, parents, and other agencies involved in meeting student needs. Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success. Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records. 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 involved. Guides students to appropriate school personnel regarding personal and social adjustments</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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. Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing. Provides data analysis, reports, and supports teachers and leaders. Provides on-site professional development. Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs. Participates on school staffing committees to facilitate appropriate program placement. Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities. 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. Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing. Provides data analysis, reports, and supports teachers and leaders. Provides on-site professional development. Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction. Works cooperatively with grade levels and committees on the development and evaluation of instructional programs. Participates on school staffing committees to facilitate appropriate program placement. Assists in the orientation of new K-5 students. Coordinates parent involvement events and activities. Supports and mentors new teachers.</p>
Scarcella, Kim	Instructional Coach	<p>1. Model enthusiasm, commitment and intensity for focused reading instruction</p>

Name	Position Title	Job Duties and Responsibilities
Matos, Lizz	School Counselor	<p>2. Visit classrooms on a daily basis to:</p> <ul 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. <p>3. Organize and lead staff development programs which are needs-based and focused on the accomplishments of the established reading benchmarks.</p> <p>4. Provide for screening and follow-up assessment as needed and organize the assessment of the reading benchmarks.</p> <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</p> <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. Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student. Works with students in individual, group and classroom guidance settings. Demonstrates skills that lead to effective conferencing/ counseling with students, parents and other professionals. Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns. Consults with administrators, teachers, parents, and other agencies involved in meeting student needs. Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success. Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records. Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation.</p>

Name	Position Title	Job Duties and Responsibilities
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. Coordinates crisis intervention and prevention for the school. Participates in meetings for at-risk students. Conducts group and individual educational counseling. Provides outreach to parents and community members regarding mental wellness and protective factors. Collaborates with community agencies and links school staff and families to appropriate community services. Partners with LifeStream Behavioral Center for students/families with high-level needs. 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. 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>
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. 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. 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. Serves as LEA (Local Education Agency) representative at the Speech and Language staffings and IEP meetings. Coordinates articulation meetings for ESE students moving from one organizational level to another. 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. Assists schools in implementing all processes required for FTE survey weeks and the federal count and verifies edits generated during FTE survey periods. Assists in identifying, reporting, and correcting IDEA compliance concerns identified internally and externally</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership and the SAC (families, businesses, school staff, and parents) work together at multiple SAC meetings and faculty meetings. We discuss the goals of the school and determine areas of academic concerns as well as areas that we have excelled in. After looking at the concerns, we determined where to allocate funding for personnel as well as materials that will be used to support the learning environment. We worked on our mission and vision statements to match our goals and where we are headed. By doing so, we will ensure that all students meet their full potential through intervention and acceleration.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP progress toward goals will be monitored through quarterly data chats with teachers and the leadership team. Data from FAST, STAR, and mastery of essential standards will be utilized during

these meetings to determine the progress of all students with attention to those students who are 2 or more years below grade level attainment. Tier 3 interventions will be provided daily for those students showing the greatest achievement gap. The leadership team will revisit the goals of the SIP monthly, and the learning coaches will make revisions to students' interventions as formative/summative data indicates the closing of learning of gaps.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	43%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	27	69	64	60	41	59	0	0	0	320
One or more suspensions	5	25	29	12	10	13	0	0	0	94
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	34	31	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	27	31	40	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	12	15	29	43	47	0	0	0	152

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	22	28	53	60	89	0	0	0	257

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	5	1	19	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	68	47	50	63	53	54	0	0	0	335
One or more suspensions	5	3	1	2	11	7	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	36	41	31	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	27	36	52	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	30	19	17	51	0	0	0	122
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	33	28	69	96	73	0	0	0	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	2	10	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	68	47	50	63	53	54	0	0	0	335
One or more suspensions	5	3	1	2	11	7	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	36	41	31	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	27	36	52	0	0	0	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	30	19	17	51	0	0	0	122
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	33	28	69	96	73	0	0	0	319

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	2	10	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	47	53	53	50	56	48		
ELA Learning Gains				63			55		
ELA Lowest 25th Percentile				57			30		
Math Achievement*	59	55	59	58	46	50	54		
Math Learning Gains				53			43		
Math Lowest 25th Percentile				36			25		
Science Achievement*	54	52	54	46	52	59	50		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	44	61	59	82			64		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	34	Yes	3	
HSP	48			
MUL	42			
PAC				
WHT	60			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	67			
AMI				
ASN				
BLK	38	Yes	2	
HSP	58			
MUL	53			
PAC				
WHT	57			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			59			54					44
SWD	23			36			37				4	
ELL	35			41							3	44
AMI												
ASN												
BLK	27			43			36				4	
HSP	47			53			50				5	56
MUL	33			50							2	
PAC												
WHT	57			65			60				4	
FRL	44			55			49				5	42

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	63	57	58	53	36	46					82
SWD	29	48	38	30	31	24	35					
ELL	61	72		61	58							82
AMI												
ASN												
BLK	36	46	53	32	40	30	29					
HSP	56	72		59	61		41					
MUL	50	67		48	47							
PAC												
WHT	56	66	61	64	54	41	54					
FRL	46	60	58	51	48	34	43					82

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	55	30	54	43	25	50					64
SWD	23	25	30	28	11	17	15					
ELL	40			52								64
AMI												
ASN												
BLK	41			34			55					
HSP	57	50		57	47		53					
MUL	38			38								
PAC												
WHT	49	53	38	58	41	27	48					
FRL	48	51	29	46	37	24	48					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	52%	2%	54%	0%
04	2023 - Spring	52%	54%	-2%	58%	-6%
03	2023 - Spring	46%	50%	-4%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	62%	4%	59%	7%
04	2023 - Spring	65%	59%	6%	61%	4%
05	2023 - Spring	49%	55%	-6%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	52%	0%	51%	1%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to the 2022-23 EOY FAST data, our 3rd grade ELA classes showed the lowest performance at 46% proficiency. Factors that may have contributed to the low performance include: lack of high quality, scaffolded support with grade level content, lack of high expectations for all students, inconsistency with differentiated instruction, and barriers to co-teaching in inclusion classrooms. A noticeable trend includes bottom quartile students are not making their expected learning gains.

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

According to the data our overall ELA proficiency decreased from 53% in 2021-22 to 50% in 2022-23. Factors that contributed to the decline include lack of quality grade level instruction, interventions were not precisely targeted to students needs.

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

Our 5th grade math scores showed the greatest gap from the state average (48% to 55%). Factors that contributed to the gap include lack of quality grade level differentiation, scaffolding of information, and student attendance.

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

Our 5th grade science scores showed the most improvement (46% to 52%). Our science teachers worked closely with ELA teachers to develop common strategies for processing informational text. We had more attendance in our STEAM night (engagement/parent involvement), science fair projects were supported in the classroom instead of sent home for completion, teachers attended district trainings, weekly collaboration with our learning coaches, and students were engaged through hands on labs and investigations.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Students who were absent 10% or more days.
2. The large number of students from kindergarten through fifth grade who have been identified as having a substantial reading deficiency.

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

1. Strengthen Core Instruction particularly in reading
2. Creating a collaborative culture and climate
3. Intervention and Acceleration
4. Reducing the amount of student absences
5. Increasing parent engagement through targeted strategies

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We see a need to strengthen core instruction due to our school-wide data being lower than our goals for ELA and Math proficiency. With high expectations, teachers will plan and deliver standards based instruction, authentic literacy and numeracy experiences. Instructional blocks will utilize the gradual release of responsibility model with an explicit focus on creating collaborative learning opportunities that will incorporate reading, writing, thinking and talking in every lesson every day. We will raise student achievement by ensuring that ALL students are instructed at high levels, specifically focusing on students with disabilities and our Black/African American population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, we aim to increase the percentage of students performing at or above grade level in reading and math by 15%, as measured by standardized assessments and progress monitoring data. We also would like to see a 7% increase in growth with our SWD and our BLK/AA population.

Monitoring:

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

We will monitor this area of focus through our progress monitoring state assessments, I-Ready, as well as our common formative assessments determined during our professional learning teams.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are working within our Professional Learning Community (PLC) to make sure that teachers are providing standards based instruction as well as evidence based interventions. We are using district provided curriculum for reading and math as well as Magnetic reading,, Science Bootcamp and I-Ready Toolbox and products.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using feedback provided to us by teachers and staff members we are strengthening core instruction by using the essential standards to monitor the progress of our students. We will address identified gaps and also accelerate the learning for students that are ready to progress. Data over previous years have also shown that there are discrepancies between subgroups. By focusing on these during PLTs we should be able to maximize the potential of all students and teachers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

During PLTs, teachers will identify grade level essential standards and specific learning targets for all students in the areas of reading and math.

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

By When: Teachers will participate in weekly PLTs.

Teachers will develop common formative assessments that will track student progress of the grade level essential standards.

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

By When: Common formative assessments will be created throughout each reading module or unit of study in math.

Through writing teams, teachers will participate in professional learning activities such as professional development, classroom observations and learning walks and collaborative planning to learn how to align their instruction, assessments and curriculum resources to the standards.

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

By When: Writing teams may occur on an as needed basis throughout the academic school year.

The leadership team will complete learning walks to monitor standards based reading and math instruction to ensure through effective instruction students are reading, writing, thinking and talking in every class everyday.

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

By When: Learning walks will be completed daily and monitored for trends weekly.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To foster a collaborative culture and climate on our elementary school campus, we will implement regular staff professional development sessions, collaborative team-building activities, and open communication channels.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, we aim to increase staff satisfaction and engagement levels by 25%, as measured by anonymous surveys and feedback from teachers and staff.

Monitoring:

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

This area will be monitored by administration through anonymous surveys throughout the school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will provide mentoring and coaching: providing new teachers with mentors who are experienced in the school's culture, curriculum, and pedagogical practices has been found to improve teacher retention rates. We will implement regular staff professional development sessions (focused around topics requested by teachers), Offering ongoing professional development that is relevant to teachers' needs has been shown to reduce teacher turnover. Creating opportunities for teachers to collaborate with their peers has been found to improve teacher job satisfaction and retention. Through team building activities we will be creating a positive school culture and climate that is supportive of teachers has been shown to improve teacher retention rates. Ensuring that teachers have access to adequate resources, such as materials and technology, and support, such as counselors and instructional coaches, has been shown to improve teacher job satisfaction and retention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using feedback provided to us by teachers and staff members we are strengthening the culture and retention by identifying their needs

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Treadway's vision and mission statements will be shared with all school stakeholders.

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

By When: All stakeholders will receive copies of the vision and mission statements at the beginning of the year.

We will create an inclusive environment where all students, teachers, staff, and families feel welcome and valued.

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

By When: Creating the inclusive environment will occur throughout the academic school year.

Teachers will develop a set of collective commitments that will allow for open and transparent agreement on what they must do to achieve Treadway's vision and mission.

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

By When: Collective Commitments will be developed at the beginning of the year and reviewed throughout the academic school year.

Teachers will participate in weekly Professional Learning Teams where they can collaborate, share best practices and work together to improve instruction.

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

By When: Professional Learning Teams will occur weekly.

Through writing teams we will provide teachers with opportunities for professional development and collaborative team building activities.

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

By When: Opportunities for professional development and collaborative team building activities will occur throughout the academic school year.

#3. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To provide targeted intervention and acceleration support, we will implement a tiered system of instructional support that identifies students in need of intervention and enrichment in reading and math across all grades, specifically focusing on students with disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, we aim to reduce the number of students performing below grade level in reading and math by 20%, while increasing the number of students performing above grade level by 15%, as measured by pre and post-assessments.

Monitoring:

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

We will use common formative assessment to monitor this outcome as well as our FAST data throughout the year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize the Response to Intervention (RTI) framework to provide tiered support to students so that their needs are identified early and interventions or enrichment can be put into place. The PLC model will allow teachers to track student progress of essential standards and provide targeted support for students who require additional support or enrichment. Within the classroom, teachers will use flexible grouping to address the specific learning needs of their students. Teachers will also provide scaffolded instruction to assist students in mastering the standards. The resources used within the classroom to differentiate instruction will include a variety of texts, articles, videos and hands-on activities that will address the diverse learning styles of the students. Resources such as Magnetic Reading, Success Coach and Phonics for Reading will be utilized to guide tiered instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Response to Intervention (RTI) is a systematic evidence based approach to support the academic and behavioral needs of students. Through the RTI process we will be able to identify students early on who may be struggling with academic content or may need acceleration. Intervening early will prevent their academic challenges from escalating and become harder to address later on. RTI also provides students with targeted support based upon their individual needs. The PLC model will allow teachers to collaborate and develop common formative assessments that will provide them with data that will drive their instruction. These data based decisions will allow teachers to pull flexible groups, scaffold instruction and provide the tiered approach to the RTI framework.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will participate in weekly PLT meetings in which they identify essential standards, develop common formative assessments and discuss differentiated strategies to implement within their classrooms to meet the targeted needs of all students in reading and math.

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

By When: PLT meetings will occur weekly for every grade level K-5.

A tier 2 layer of academic support, on grade level standards, will be provided to students daily during small group reading and/or math instruction. Students receiving tier 2 support will be progress monitored biweekly.

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

By When: Tier 2 support will be provided to students daily.

A tier 3 layer of support, on below grade level standards in reading and/or math, will be provided to students daily during Greatness Time. Students receiving tier 3 support will be progress monitored weekly.

Person Responsible: Kim Scarcella (scarcellak@lake.k12.fl.us)

By When: Tier 3 support will be provided to students daily.

Teachers will participate in monthly data chats. Data from common formative assessments, STAR, and FAST will be used to measure student mastery of the standards. Teachers will develop their own class or student action plans to address the individual academic needs of their students.

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

By When: Data chats will occur monthly.

Teachers will participate in professional development sessions focusing on the areas of the RTI framework and differentiated instruction.

Person Responsible: Kim Scarcella (scarcellak@lake.k12.fl.us)

By When: Professional development sessions will occur monthly.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To increase parent engagement at our elementary school, we will implement targeted strategies, including regular parent workshops, family events, and enhanced communication channels.

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 and strengthening attendance and family and school relationships, student achievement and efficacy will increase and create an environment of belonging to a collective community.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, we aim to increase the number of parents attending school events and workshops by 30%, as measured by attendance records and participant feedback. Maintaining a positive school culture and inviting parents and families onto campus to assist in volunteering and being part of school events, should aid in supporting learning and increasing school attendance. Through this, we also expect to see an overall decrease in discipline incidents and school suspensions.

Monitoring:

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

We will monitor attendance at each family event throughout the school year. We will also monitor number of parents/families volunteering each month. Student achievement data will increase and be tracked as measured by state and district progress monitoring. Total amount of discipline incidents and number of school suspensions will be tracked monthly and discuss with the EWS committee.

Person responsible for monitoring outcome:

Melissa Meadows (misslisgirl@gmail.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

I -Mom and All Pro Dad will provide our school with an intentional way to help strengthen relationships between moms, dads and their children. The positive energy that radiates from participating with families will overflow into our school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By monitoring and implementing the use I-Mom and All pro Dad and teaching parents how to be involved in the school, there will be a decrease in student behaviors and an increase in attendance resulting in an increase in student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Morning meetings with students, mindful Mondays and wellness Wednesdays call out to parents

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

By When: Weekly

Teachers will receive refreshers in Zones of Regulation throughout the year, training in LEAPS, Restorative Practices and Zones of Regulation for faculty and staff. Parents will also be trained in these areas to understand how these interventions are being used in the school.

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

By When: As needed

Leadership team will work closely with families and community to organize family events.

Person Responsible: Lizz Matos (matossantiagol@lake.k12.fl.us)

By When: Monthly monitoring of SAC/PTO attendance.

School clubs (Girls on The Run, Boys to Men, Treadway Ladies Club, National Honor Society, Running Club, Safety Patrol, K-Kids, etc.) will be open to students to help with managing stress, anxiety, being apart of a team, coping with problems and succeeding in school,

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

By When: Weekly

Use of Problem Solving Team and EWS to analyze data to determine student needs.

Person Responsible: Melissa Meadows (misslisgirl@gmail.com)

By When: Monthly EWS meetings

Monitor student attendance data, create incentive plan for attendance, and daily calls home to absent students.

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

By When: Daily

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our review of school improvement funding allocations begins by identifying the specific needs and/or challenges facing our school. The assessment is comprehensive and considers students academic, social, emotional, and physical well-being. Input from various stakeholders, including teachers, administrators, and parents is incorporated into identifying our school needs. Our school needs are then prioritized based upon their impact on student achievement. A budget is then prepared that aligns with the schools priorities. Data will be analyzed in order to make informed decisions regarding resource allocation. We will examine academic performance data, attendance, and discipline data. Funding will be tracked. We will examine how funds are spent and if they are having the desired impact on student achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2022-23 End of Year (EOY) Star Early Literacy data, 52% of our kindergarten class is performing below grade level. Students in 1st and 2nd grades completed the Star Reading assessment which indicated 54% of our first grade class is performing below grade level and 52% of our second grade class is performing below grade level. Based upon the 2022-23 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 foundational literacy skills necessary to ensure reading proficiency in our primary grades. During the 120 minute reading block K-2 teachers will target student learning needs and provide support through small group instruction that is scaffolded and/or differentiated. Essential standards have been identified by each grade level. Students will demonstrate proficiency of these standards by the end of the year. A focus on quality instruction that incorporates best practices will provide students with meaningful learning opportunities in which they will read, write, think and talk all while gaining the skills and strategies needed to master the standards. Students will also receive daily targeted reading support through an additional thirty minute intervention/ enrichment block.

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

According to the 2022-23 End of the Year (EOY) FAST Reading data, 54% of our 3rd grade class is performing below grade level. Third grade is identified as an area of concern due to an increase in the percentage of students performing below grade level from 46% in 2021-22 to 54% in 2022-23. The 120 minute ELA block will allow students to participate in targeted instruction to meet their specific learning needs. Student learning will occur as they partake in opportunities that focus on reading, writing, thinking and talking. Students will receive scaffolded and/or differentiated small group instruction focusing on their learning needs. Essential standards have been identified by each grade level. Students will demonstrate proficiency of these standards by the end of the year. Effective, high quality instruction that incorporates best practices in reading instruction will provide students with meaningful opportunities to engage with text while strengthening their reading fluency, comprehension skills, and vocabulary. Students will also receive daily targeted reading support through an additional thirty minute intervention/ enrichment block.

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 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 Measurable Outcomes

An analysis of the 2022-23 EOY Star Early Literacy indicated 52% of our kindergarten class did not score proficient on the Early Literacy assessment. Data from the 2022-23 Star Reading indicated 54% of our first grade class and 52% of our second grade class were not proficient on the Reading assessment. We expect to see our students make the following gains during the 2023-24 school year; our kindergarten class will increase from 48% of students reading on or above grade level to 60% proficient. Our 1st grade class will increase from 46% of students reading on or above grade level to 60% proficient. The 2nd grade class will increase from 48% of students reading on or above grade level to 60% proficient.

Grades 3-5 Measurable Outcomes

An analysis of the 2022-23 3rd Grade FAST Reading data indicated 54% of students were not on track to score a Level 3 or higher on the FAST. We expect to see an increase in our 3rd grade reading achievement from 46% of students demonstrating proficiency to 60% of students scoring a Level 3 or higher on the 2023-24 FAST Reading assessment.

Monitoring**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 impact student achievement outcomes.

The reading proficiency of our K-5 students will be monitored through the Florida Assessment of Student Thinking (FAST). Students will be progress monitored three times a year. The reading proficiency of our kindergarten students will be assessed using Star Early Literacy, while Star Reading will be used to measure the reading proficiency of our 1st and 2nd grade students. FAST Reading will be administered to our 3rd-5th grade students. As the FAST 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 students are provided with the instructional support they need. In addition, classroom learning walks will be conducted to make certain 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

Description:

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. §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?

The reading proficiency of our K-5 students will be monitored for our desired outcomes through school-wide initiatives designed to target every student's specific area of need. Wit & Wisdom, Wilson's Foundations and Geodes, Leveled Literacy Intervention and Greatness Time will be the main evidence based instructional tools used at Treadway. Explicit, systematic instruction will occur daily during Greatness Time. This supplemental instructional block allows reading instruction to be focused on each student's specific needs as either an intervention or enrichment. Students who are experiencing learning deficits with foundational reading skills will engage in learning that incorporates resources such as SIPPS, iReady Phonics, or Leveled Literacy Intervention. The targeted, explicit and systematic instruction will be provided in a small group setting by classroom teachers and reading specialists.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Wit and Wisdom, published by Great Minds, is our core reading program adopted in grades K-5. Wit and Wisdom incorporates the Science of Reading principles into reading and writing instruction. Treadway has adopted Wilson's Foundations as our K-2 curriculum to build our student's foundational reading skills. Through Foundations, students engage in learning that develops their phonemic awareness, phonics, spelling and handwriting skills. As a Science of Reading approach, Foundations is identified as showing "promising evidence" outcomes according to ESSA. Teacher directed instruction through iReady is an online tool used for additional targeted instruction. Curriculum Associates has designed iReady as a computer based program and earned a "moderate" rating according to ESSA. Leveled Literacy Intervention (LLI) is a small group literacy program designed for students with significant reading deficits. LLI's explicit and systematic instruction addresses student's phonemic awareness, phonics, fluency, vocabulary and comprehension needs. LLI 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 our core instruction of Wilson's Foundations, Geodes and Wit & Wisdom.	Scarcella, Kim, scarcellak@lake.k12.fl.us
Complete data analysis of BOY iReady, FAST and Star data to create targeted instructional learning groups that will take place during Greatness Time, our intervention/enrichment block. Conduct data chats with individual teachers to identify specific areas of need for each of their students.	Scarcella, Kim, scarcellak@lake.k12.fl.us
Implement Leveled Literacy Intervention (LLI) for students in grades K-5 who are demonstrating a significant need for an intensive reading intervention program.	Scarcella, Kim, scarcellak@lake.k12.fl.us
Implementation of Wonderful Working Wednesdays - Wonderful Working Wednesdays provide each grade level, K-5, the opportunity to participate in an MTSS meeting for half a day followed by half a day of common planning. During MTSS student data is reviewed for any student who is experiencing learning difficulties and time is spent developing a plan that will address their specific learning needs. Common planning provides the grade level team with time to collaborate on upcoming units of study, identify essential standards, develop new learning targets and goals as well as create common formative assessments.	King, Venessa, kingv@lake.k12.fl.us
Professional Development - Teachers will participate in professional development sessions throughout the 2023-24 school year that address their specific areas of professional growth and/or need. Professional development sessions will include topics such as Wit & Wisdom, Foundations, Geodes, BEST Writing, Leveled Literacy Intervention, and best instructional practices such as scaffolding and differentiating instruction.	King, Venessa, kingv@lake.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Copies of the SIP will be disseminated to stakeholders via a link on the school's website and social media platforms. Copies will be placed in the front office, parent resource center, public libraries and disseminated during the Title I Annual meeting. To ensure goals are met, components of the SIP will be reviewed at monthly scheduled SAC meeting.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Treadway Elementary recognizes the importance of building positive relationships with students, parents, families and community stakeholders as it is essential to provide support to students and keep parents informed of their child's progress. Treadway uses various means of communication, such as newsletters, take home folders, test folders, emails, School Messenger callouts, social media and our school website (<https://twe.lake.k12.fl.us/>) to keep families informed about school events, important dates and news. Parent Teacher conferences are held to provide parents with information on their child's academic progress, strengths, and challenges. Our student information system, FOCUS, allows parents to view their child's assignments, grades and attendance. We have a translator, so all ELL families have the opportunity to participate in all of our events as well as communicate with teachers concerning their child's academic progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Treadway is committed to strengthening the academic program by implementing several strategies. One of the main focuses is on targeting the amount and quality of learning time for students. This will be achieved through set schedules, implementing structured tier 2 essential standards time weekly in ELA, math, and science.

To ensure an enriched and accelerated curriculum, the school plans to review and target the current curriculum to align it with essential standards and focus learning on thriving students during PLTs. "What will we do if our students already know it" will be a focus. This will be done by conducting regular curriculum audits and engaging in continuous professional development for teachers to better understand and implement rigorous instructional strategies.

Another way the school plans to provide an enriched curriculum is by offering an enrichment tutoring as well as tutoring for striving students. This will allow us to target acceleration for students to explore new areas of knowledge and develop their skills beyond the core academic subjects.

Overall, the school is committed to strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum to foster a positive learning environment that promotes student growth and achievement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination with parents, community partners, staff, and students. To gather input, we will send an end-of-the-year survey to parents, community partners, staff, and students. Stakeholders also give input during SAC meetings and parent events held at the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Intervention	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No