

The School District of Lee County

Treeline Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Treeline Elementary School

10900 TREELINE AVE, Fort Myers, FL 33913

<http://tre.leeschools.net/>

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

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.

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

Provide the school's vision statement.

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

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

School Leadership Team, 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
Wilcken, Jennifer	Principal	
McFee, Donna	Assistant Principal	
Dees, Shannon	Assistant Principal	
Pellerino, Amanda	Administrative Support	Input and review SIP

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 Advisory Council will review the School Improvement plan during the first SAC meeting scheduled in the beginning of September.

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 School Improvement Plan will be reviewed quarterly to ensure the school is on track for meeting goals. The leadership team will be involved in the review. The leadership team is comprised of 2 grade level chairs from each grade level, administration, the intervention support specialist, and the academic coaches. The SIP plan will be reviewed with SAC on a quarterly basis and updates on results towards goals.

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	No
2022-23 Minority Rate	67%
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)* Asian Students (ASN) 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: B 2018-19: B 2017-18: C
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	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	
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	42	38	34	36	62	54	0	0	0	266	
One or more suspensions	2	3	5	7	7	23	0	0	0	47	
Course failure in ELA	35	24	29	74	49	102	0	0	0	313	
Course failure in Math	22	17	29	38	49	66	0	0	0	221	
Level 1 on statewide ELA assessment	0	0	0	56	56	59	0	0	0	171	
Level 1 on statewide Math assessment	0	0	0	67	57	92	0	0	0	216	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	16	61	56	56	59	0	0	0	263	

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	4	6	5	34	53	83	0	0	0	185

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	23	1	0	0	0	0	25
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	42	38	34	36	62	54	0	0	0	266	
One or more suspensions	2	3	5	7	7	23	0	0	0	47	
Course failure in ELA	35	24	29	74	49	102	0	0	0	313	
Course failure in Math	22	17	29	38	49	66	0	0	0	221	
Level 1 on statewide ELA assessment	0	0	0	56	56	59	0	0	0	171	
Level 1 on statewide Math assessment	0	0	0	67	57	92	0	0	0	216	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	16	61	56	56	59	0	0	0	263	

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	4	6	5	34	53	83	0	0	0	185

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	23	1	0	0	0	0	25
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*	45	48	53	51	52	56	53		
ELA Learning Gains				61			61		
ELA Lowest 25th Percentile				45			46		
Math Achievement*	48	57	59	50	45	50	52		
Math Learning Gains				54			40		
Math Lowest 25th Percentile				41			24		
Science Achievement*	51	53	54	42	59	59	42		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	63	51	59	47			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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	99
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	28	Yes	4	2
ELL	34	Yes	2	
AMI				
ASN	76			
BLK	30	Yes	2	1
HSP	40	Yes	1	
MUL	49			
PAC				
WHT	68			
FRL	42			

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	31	Yes	3	1
ELL	35	Yes	1	
AMI				
ASN	59			
BLK	39	Yes	1	
HSP	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%
MUL	74			
PAC				
WHT	63			
FRL	42			

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	45			48			51					63
SWD	20			17			22				5	64
ELL	27			31			25				5	63
AMI												
ASN	67			81							3	79
BLK	26			27			34				4	
HSP	36			41			39				5	57
MUL	57			48							3	
PAC												
WHT	67			67			75				4	
FRL	37			35			43				5	64

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	51	61	45	50	54	41	42					47
SWD	22	47	33	27	43	35	12					25
ELL	33	47	33	31	40	32	19					47
AMI												
ASN	58	54		64	85							36

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
BLK	38	51	48	33	44	30	28					
HSP	46	57	39	47	54	42	39					52
MUL	64	76		82	82		67					
PAC												
WHT	69	76	63	65	54	57	59					
FRL	41	55	39	38	49	40	32					40

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	53	61	46	52	40	24	42					64
SWD	19	35	38	17	10	11	11					
ELL	27	65	55	31	39		11					64
AMI												
ASN	67			71								73
BLK	38	40	38	36	12	7	24					
HSP	45	71	53	46	45	25	37					62
MUL	68			67								
PAC												
WHT	71	64		69	47		60					
FRL	43	56	46	39	29	22	25					69

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	41%	48%	-7%	54%	-13%
04	2023 - Spring	54%	56%	-2%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	42%	-4%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	55%	-12%	59%	-16%
04	2023 - Spring	57%	61%	-4%	61%	-4%
05	2023 - Spring	43%	52%	-9%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	50%	-4%	51%	-5%

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.

Treeline Elementary's ELA achievement had the lowest performing component. There was a decrease of 2% from 53% to 51%.

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

ELA achievement show a 2% decrease. ELA achievement moved from 53% to 51%.

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.

English Language Learners decreased in LG L25% from 55% in 2020-2021 to 33% in 2021-2022.

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

The science achievement component remained at 42%. Implementation of after school science tutoring for the students close to proficiency, STEM enrichment class focusing on targeted benchmarks, 5th grade trainings led by the district science coordinator, and 5th grade classrooms conducting structured plan with lessons that included the most impactful benchmarks.

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

ELA achievement overall decreased from 53% to 51% from 2020-2021 to 2021-2022.

ELA LG L25% of students with disabilities decreased from 38% to 33% from 2020-2021 to 2021-2022 and this is also one of Treeline's ESSA subgroups sitting at 31% which is 10% below the acceptable threshold of 41%.

ELA achievement among Black/African American Students which remained at 38% in 2020-2021 and 2021-2022. The Black/African American Students is also one of Treeline's unacceptable ESSA categories holding a Federal Percent of Points Index at 39% which is 2% below the acceptable threshold of 41%.

ELA LG L25% among English Language Learners which decreased from 55% in 2020-2021 to 33% in 2021-2022. This is one of Treeline's ESSA subgroups sitting at 35% which is 6% below the acceptable threshold of 41%.

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

ELA 3rd - 5th Proficiency

ELA 2nd Proficiency

ELA 3rd Proficiency

ELA LG L25% of students with disabilities (ESSA)

ELA achievement among Black/African American Students (ESSA)

ELA LG L25% among English Language Learners (ESSA)

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 ELA

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.

Treeline Elementary's overall 3rd - 5th ELA achievement on the 2021-2022 FAST assessment is at 51%. The overall ELA achievement in 2020-2021 was 53%.

Measurable Outcome:

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

Treeline Elementary will increase 3rd - 5th ELA achievement from 51% in the 2021-2022 school year to 54% in the 2023-2024 school year as measured by the FAST state assessment.

Monitoring:

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

District assessments will be analyzed for desired outcomes, iReady data, as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students within this subgroup.

Administration and coaches will monitor teacher skill mastery using the data compiled from the observation forms and progress made during the coaching cycle posted on the school year action board.

Lesson plans are monitored for the following of instructional guides, pacing and benchmark alignment.

Administration and coaches monitor intervention time.

Person responsible for monitoring outcome:

Jennifer Wilcken (jenniferkw@leeschools.net)

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.)

Strategic PLC processes
Intervention Block
MTSS Groups in 3rd - 5th
Teacher Coaching/Mentoring
Look and Learns
Teacher Walkabouts
Common Planning Time
Strategic Grade Level Placement of the 2023-2024 Teachers
High Yield Strategies
Professional Development
Teacher Data Chats
Student Data Binders

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The combination of all the evidenced based interventions will increase 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 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.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Intervention Block:

Working with the intervention support specialist and academic coaches, intervention groups are created carefully to assure specific Tier 3 students are appropriately placed with a Reading Endorsed teacher. These specific lists are checked by administration and given to the Information Specialist for scheduling.

Phonics for Reading is used for 3rd through 5th grade. For Q1, the end of year FAST PM3 results are used as placement support.

i-Ready Toolkit: We review effectiveness using i-Ready diagnostics, percentage of lessons passed, and percent of students with standards mastery in each class.

Dibels is also used to evaluate efficacy of our intervention programs.

School-Developed Comprehension and Enrichment intervention programs are implemented.

Paraprofessionals will be scheduled to push in to classes during the ELA block. They will also support intervention at each grade level by pushing into Phonics rooms.

In addition to the intervention block, students not proficient in ELA are invited to attend ELA tutoring groups during their PE specials time via PE waiver.

MTSS Groups in 3rd - 5th:

The intervention specialist creates data driven pull out or push in groups to administer additional weekly ELA interventions.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Strategic Grade Level Placement of the 2023-2024 Teachers:

Thirteen teachers left Treeline during or after the 2022-2023 school year. The impact of losing qualified teachers is great when it comes to student achievement. Historical data was reviewed by administration to determine which subject area our departmentalized teachers would instruct. i-Ready and state assessment data is reviewed as well as classroom management practices known to the teacher. Two strong 5th grade teachers were moved down to 4th grade to lead the team due to the loss of 5 from the 4th grade level. One strong 2nd grade teacher moved to 4th grade to support the grade level as well.

Teacher Walkabouts:

Throughout the school year veteran teachers as well as new have the opportunity to observe teachers that are highly qualified in a specific skill either requested by the teacher or as a part of the coaching cycle plan. Two teachers observe at the same time, so that they can discuss their findings and complete a reflective action plan for their own classroom. A meeting is scheduled with administration or coaches to discuss the findings and follow up plan to ensure mastery.

Teacher Data Chats:

The data chats will occur mid year, but more often when specific teachers require additional coaching supports. Teachers will incorporate MOIs for reflection. Feedback and goal setting will occur during the data chats. The teacher will complete a plan for individual student mastery prior to the data chat with students filled in under sections labeled proficient, non proficient, what do you think you did to bring or maintain proficiency/what will you do to move your level 4/5s, and action plan to bring individual student to proficiency. This plan will be followed up upon with administration and/or academic coaches.

Common Planning Time:

Teacher planning days occur quarterly to ensure grade levels prepare structured plans for optimal student learning of the standards.

Professional Development:

Teachers will receive continuous training and development with high yield strategies such as Kagan, thinking maps, distributive summarizing, chunking and more. Treeline is also focused heavily on Academic Teaming, which is an initiative developed to (1) assure instruction is occurring at the taxonomy level on which the standard is written thereby increasing rigor and (2) increase student engagement and achievement by creating academic teams in the classroom. All teachers participated in Academic Teaming preschool professional development to focus on new or continued usage with fidelity and next step implementations.

All teachers have optional professional development training offered weekly. These trainings are facilitated by our veteran teachers and literacy coaches. Literacy coaches and our intervention specialist planned content-based training to deliver to grade levels abased upon school SIP goals and teacher feedback. In quarter 1 several training sessions will be mandatory for grade levels. These are i-Ready prerequisite reports, tools and data sheets and Academic Teaming. New to Treeline teachers receive academic vocabulary and thinking maps training and those new to teaching receive classroom management and center structures and strategies, parent communication, as well as the use of specific computer applications used throughout the school year.

Results of the FAST progress monitoring 2 and 3 would also aid in supporting the desired outcome which is increase in overall ELA achievement.

Person Responsible: Jennifer Wilcken (jenniferkw@leeschools.net)

By When: Throughout the school year

#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.

Teacher retention and recruitment are crucial to Treeline Elementary's success and increased student achievement. Thirteen teachers left Treeline during or after the 2022-2023 school year. Six of those teachers left due to moving away from the area or school zone. Three left for a new career path. One left for another school opportunity. One left to stay home with her young children. The impact of losing qualified teachers is great when it comes to student achievement.

Measurable Outcome:

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

The teacher input survey at the end of April will be the final measure of the desired outcome of the positive environment.

Monitoring:

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

Person responsible for monitoring outcome:

Jennifer Wilcken (jenniferkw@leeschools.net)

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.)

Teacher recognition

Teacher leadership opportunities

Professional Development

Creating positive environment

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Recognizing teachers for their positive contributions will result in a more positive environment which will result in teacher retention.

Empowering teachers to lead teams for the desired school, grade level, and classroom goals will result in teacher retention and add to a more positive and collaborative work environment.

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.

Increase Capacity:

One way to ensure the negative impact of student achievement is kept to a minimum would be to not only increase capacity among teachers.

The leadership team is made up of 2 grade level chairs from each grade level, the intervention specialist, two academic coaches, two assistant principals, and the principal of the school. These leaders are recognized throughout the year for their leadership efforts. They contribute directly to the progress of the school throughout the year and ensure that their teacher teams are following correct academic expectations. They bring crucial information back to their teams and ensure that the information given is clear and concise to all. These leaders understand and follow the school goals and use their leadership qualities to ensure all team members understand and follow as well.

Another means to build capacity in the school is the formation of committees that are run by teachers. These committees are the experts in their area and staff can contact any of them when needed.

Create a positive and collaborative culture and environment:

Grade level teams are given a planning day per quarter to collaboratively plan academics.

Throughout the school year veteran teachers as well as new have the opportunity to observe teachers that are highly qualified in a specific skill either requested by the teacher or as a part of the coaching cycle plan. Two teachers observe at the same time, so that they can discuss their findings and complete a reflective action plan for their own classroom. A meeting is scheduled with administration or coaches to discuss the findings and follow up plan to ensure mastery.

Administration supports teachers' needs throughout the school year. One way is through the school's behavior process plan. Each classroom creates their own discipline hierarchy and communicates with the parent. If the behavior continues, teachers know that they can count on administration to support by completing a behavior intervention form (BIF) and submitting it to the assistant principal overseeing the particular grade level. Administration conferences with the student, calls the parent, assigns appropriate consequences, sets up behavioral plans, and follows through to help change the said behavior. PBS discipline assemblies occur for all grade levels during the first two weeks of the school year.

Teacher recognition is a big part of Treeline. When administration conducts a walkthrough and there are no student centered growth opportunities indicated on the observation form, but student centered strengths are documented, that teacher is recognized and spotlighted within the principal's weekly Coqui Notes.

There are a number of student clubs at Treeline which brings enthusiasm from the students and families making it a more pleasant and upbeat environment for the teachers and staff. Some of the clubs include drama, running, yearbook, STEM, tennis, golf, pickleball, and leadership.

The administration team recognizes that teachers work very hard. They hold two Coqui Coffee Cart mornings during the school year where teachers can indulge in coffee flavors and toppings of their choice. In December the entire staff comes together for a staff wide outing at Top Golf. This is important as a part of the continuous relationship building among the staff throughout the school year. Other recognitions include preschool luncheon in August, 2 Escape Room challenges, a staff pie day in November, a leadership team breakfast in December, an appreciation dessert table in February, Shamrock Shakes and a staff egg hunt in March, and a food truck offering for the staff in May. The PTO also recognize the teachers and staff at Treeline during staff appreciation week where a surprise is planned for each day of the week.

-Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to

individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

New to teaching teachers participate in the Apples program. This year a book study of Teaching Like a Champion will be included for support and facilitated and monitored by our school's Apples Coordinator. Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non

evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Professional Development:

Teachers will receive continuous training and development with high yield strategies such as Kagan, thinking maps, distributive summarizing, chunking and more. Treeline is also focused heavily on Academic Teaming, which is an initiative developed to (1) assure instruction is occurring at the taxonomy level on which the standard is written thereby increasing rigor and (2) increase student engagement and achievement by creating academic teams in the classroom. All teachers participated in Academic Teaming preschool professional development to focus on new or continued usage with fidelity and next step implementations.

All teachers have optional professional development training offered weekly. These trainings are facilitated by our veteran teachers and literacy coaches. Literacy coaches and our intervention specialist planned content-based training to deliver to grade levels abased upon school SIP goals and teacher feedback. In quarter 1 several training sessions will be mandatory for grade levels. These are i-Ready prerequisite reports, tools and data sheets and Academic Teaming. New to Treeline teachers receive academic vocabulary and thinking maps training and those new to teaching receive classroom management and center structures and strategies, parent communication, as well as the use of specific computer applications used throughout the school year.

Person Responsible: Jennifer Wilcken (jenniferkw@leeschools.net)

By When: June 2024

#3. ESSA Subgroup specifically relating to Black/African-American

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.

ELA achievement among Black/African American Students remained at 38% from 2020-2021 to 2021-2022. The Black/African American Students is also one of Treeline's unacceptable ESSA categories holding a Federal Percent of Points Index at 39%.

Measurable Outcome:

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

The Black/African American Students ESSA category's Federal Percent of Points Index will increase from 39% to 41% at the end of the 2023-2024 school year.

Monitoring:

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

District assessments will be analyzed for desired outcomes as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students within this subgroup.

Person responsible for monitoring outcome:

Krystle Lee (krystlell@leeschools.net)

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.)

Grade levels will work collaboratively to plan for differentiated ELA instruction based on various academic levels.

All classrooms conduct small group ELA remediation targeting individual student needs towards mastery. Teachers utilize iReady data to group their students for differentiation.

Targeted interventions will be implemented for students as identified through results from district benchmark assessments, formal assessments towards benchmark mastery, and FAST progress monitoring.

iReady individual online paths will support mastery through differentiation.

Leading and Learning teams meet monthly with school-based teams to ensure school alignment.

Administration and instructional coaches attend grade level PLCs.

Teachers participate in grade level structured planning days in the beginning of each quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A smaller group ELA tutoring program

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.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap for this subgroup, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels to increase ELA achievement for this subgroup during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps to increase achievement within this subgroup. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached

by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Person Responsible: [no one identified]

By When:

#4. Instructional Practice specifically relating to ELA**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.

Treeline Elementary's 3rd grade proficiency on the 2022-2023 FAST PM3 assessment is at 39%. The School District of Lee County's 3rd grade proficiency on the 2022-2023 FAST PM3 assessment is at 42% and 3rd grade proficiency within the state of Florida is at 50%.

Measurable Outcome:

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

3rd grade ELA proficiency will increase from 39% to 42% as measured by the 2023-2024 FAST PM3 assessment.

Monitoring:

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

District assessments will be analyzed for desired outcomes as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students' math achievement.

Lesson plans are monitored for the following of instructional guides, pacing and benchmark alignment.

Administration and coaches will monitor teacher skill mastery using the data compiled from the observation forms and progress made during the coaching cycle posted on the school year action board.

Administration and coaches monitor intervention time.

Person responsible for monitoring outcome:

Jennifer Wilcken (jenniferkw@leeschools.net)

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.)

ELA tutoring - PE Waiver Groups

Treeline's intervention specialist will meet with Tier 3 student groups for structured remediation.

Grade levels will work collaboratively to plan for differentiated ELA instruction based on various academic levels.

All classrooms conduct small group ELA remediation targeting individual student needs towards mastery. Teachers utilize iReady data to group their students for differentiation.

Targeted interventions will be implemented for students as identified through results from district benchmark assessments, formal assessments towards benchmark mastery, and FAST progress monitoring.

iReady individual online paths will support mastery through differentiation.

Leading and Learning teams meet monthly with school-based teams to ensure school alignment.

Administration and instructional coaches attend grade level PLCs.

Teachers participate in grade level structured planning days in the beginning of each quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The combination of all the evidenced based interventions will increase 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 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.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels during the PLCs. Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs. All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Teacher Walkabouts:

Throughout the school year veteran teachers as well as new have the opportunity to observe teachers that are highly qualified in a specific skill either requested by the teacher or as a part of the coaching cycle plan. Two teachers observe at the same time, so that they can discuss their findings and complete a reflective action plan for their own classroom. A meeting is scheduled with administration or coaches to discuss the findings and follow up plan to ensure mastery.

Common Planning Time:

Teacher planning days occur quarterly to ensure grade levels prepare structured plans for optimal student learning of the standards.

Professional Development:

Teachers will receive continuous training and development with high yield strategies such as Kagan, thinking maps, distributive summarizing, chunking and more. Treeline is also focused heavily on Academic Teaming, which is an initiative developed to (1) assure instruction is occurring at the taxonomy level on which the standard is written thereby increasing rigor and (2) increase student engagement and achievement by creating academic teams in the classroom. All teachers participated in Academic Teaming preschool professional development to focus on new or continued usage with fidelity and next step implementations.

All teachers have optional professional development training offered weekly. These trainings are facilitated by our veteran teachers and literacy coaches. Literacy coaches and our intervention specialist planned content-based training to deliver to grade levels abased upon school SIP goals and teacher feedback. In quarter 1 several training sessions will be mandatory for grade levels. These are i-Ready prerequisite reports, tools and data sheets and Academic Teaming. New to Treeline teachers receive academic

vocabulary and thinking maps training and those new to teaching receive classroom management and center structures and strategies, parent communication, as well as the use of specific computer applications used throughout the school year.

ELA Tutoring:

PE Waiver groups will form and administer ELA instruction as identified by standards of mastery analysis.

Person Responsible: [no one identified]

By When:

#5. ESSA Subgroup specifically relating to English Language Learners

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.

ELA LG L25% among English Language Learners decreased by 22% from 2020-2021 to 2021-2022. ELA LG L25% in 2020-2021 was 55% compared to 33% in 2021-2022. The English Language Learner subgroup is also one of Treeline's unacceptable ESSA categories holding a Federal Percent of Points Index at 35%.

Measurable Outcome:

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

The English Language Learners ESSA category's Federal Percent of Points Index will increase from 35% to 41% at the end of the 2023-2024 school year.

Monitoring:

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

District assessments will be analyzed for desired outcomes as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students within this subgroup.

Lesson plans are monitored for the following of instructional guides, pacing and benchmark alignment.

Person responsible for monitoring outcome:

[no one identified]

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.)

English language learners are strategically placed in several groups of classrooms rich in ESOL strategies.

ESOL paraprofessionals push in to these classrooms to support groups English language learners at one time.

Grade levels will work collaboratively to plan for differentiated ELA instruction based on various academic levels.

All classrooms conduct small group ELA remediation targeting individual student needs towards mastery. Teachers utilize iReady data to group their students for differentiation.

Targeted interventions will be implemented for students as identified through results from district benchmark assessments, formal assessments towards benchmark mastery, and FAST progress monitoring.

iReady individual online paths will support mastery through differentiation.

Leading and Learning teams meet monthly with school-based teams to ensure school alignment.

Administration and instructional coaches attend grade level PLCs.

Teachers participate in grade level structured planning days in the beginning of each quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

An ESOL family night will be held on September 28, 2023 to build relationships with students and families as well as offer training and support for parents to support their children's academics at home.

Phonics for Reading is used for 3rd through 5th grade. For Q1, the end of year FAST PM3 results are used as placement support.

i-Ready Toolkit: We review effectiveness using i-Ready diagnostics, percentage of lessons passed, and percent of students with standards mastery in each class.

Dibels is also used to evaluate efficacy of our intervention programs.

School-Developed Comprehension and Enrichment intervention programs are implemented.

Paraprofessionals will be scheduled to push in to classes during the ELA block. They will also support intervention at each grade level by pushing into Phonics rooms.

In addition to the intervention block, students not proficient in ELA are invited to attend ELA tutoring groups during their PE specials time via PE waiver.

ELL students complete Imagine Learning for 15 minutes daily. This is an English language learning application used by the district.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap for this subgroup, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels with increasing ELA LG L25% among English Language Learners during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps to increase ELA LG L25% among English Language Learners. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Person Responsible: Jennifer Wilcken (jenniferkw@leeschools.net)

By When:

#6. Instructional Practice specifically relating to ELA

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.

2nd Grade ELA Proficiency

Measurable Outcome:

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

2nd grade proficiency will be at 67% for 40th Percentile Rank and above as measured by the state progress monitoring 3 in the Fall.

Monitoring:

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

District assessments will be analyzed for desired outcomes, iReady data, as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students within this subgroup.

Administration and coaches will monitor teacher skill mastery using the data compiled from the observation forms and progress made during the coaching cycle posted on the school year action board.

Lesson plans are monitored for the following of instructional guides, pacing and benchmark alignment.

Administration and coaches monitor intervention time.

Person responsible for monitoring outcome:

[no one identified]

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.)

Intervention Block
Strategic PLC processes
Teacher Coaching/Mentoring
Look and Learns
Teacher Walkabouts
Common Planning Time
High Yield Strategies
Professional Development
Teacher Data Chats
Student Data Binders

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The combination of all the evidenced based interventions will increase 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 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.

Intervention Block:

The Fly Leaf program is used for 2nd grade. An IDI assessment is taken to determine placement. 2nd grade will also utilize the FAST Preparation and Practice Book lessons.

An intervention specialist specializing in 2nd grade will support intervention and planning.

A primary academic coach will work directly with 2nd grade PLCs with fluid planning and monitoring all students.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall

ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Teacher Walkabouts:

Throughout the school year veteran teachers as well as new have the opportunity to observe teachers that are highly qualified in a specific skill either requested by the teacher or as a part of the coaching cycle plan. Two teachers observe at the same time, so that they can discuss their findings and complete a reflective action plan for their own classroom. A meeting is scheduled with administration or coaches to discuss the findings and follow up plan to ensure mastery.

Common Planning Time:

Teacher planning days occur quarterly to ensure grade levels prepare structured plans for optimal student learning of the standards.

Professional Development:

Teachers will receive continuous training and development with high yield strategies such as Kagan, thinking maps, distributive summarizing, chunking and more. Treeline is also focused heavily on Academic Teaming, which is an initiative developed to (1) assure instruction is occurring at the taxonomy level on which the standard is written thereby increasing rigor and (2) increase student engagement and achievement by creating academic teams in the classroom. All teachers participated in Academic Teaming preschool professional development to focus on new or continued usage with fidelity and next step implementations.

All teachers have optional professional development training offered weekly. These trainings are facilitated by our veteran teachers and literacy coaches. Literacy coaches and our intervention specialist planned content-based training to deliver to grade levels abased upon school SIP goals and teacher feedback. In quarter 1 several training sessions will be mandatory for grade levels. These are i-Ready prerequisite reports, tools and data sheets and Academic Teaming. New to Treeline teachers receive academic vocabulary and thinking maps training and those new to teaching receive classroom management and center structures and strategies, parent communication, as well as the use of specific computer applications used throughout the school year.

Person Responsible: Jennifer Wilcken (jenniferkw@leeschools.net)

By When: Throughout the school year

No description entered

Person Responsible: Jennifer Wilcken (jenniferkw@leeschools.net)

By When:

#7. ESSA Subgroup specifically relating to Students with Disabilities**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.

ELA LG L25% among Students with Disabilities decreased by 5% from 2020-2021 to 2021-2022. ELA LG L25% in 2020-2021 was 38% compared to 33% in 2021-2022. The Students with Disabilities subgroup is also one of Treeline's unacceptable ESSA categories holding a Federal Percent of Points Index at 31%.

Measurable Outcome:

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

The Students with Disabilities ESSA category's Federal Percent of Points Index will increase from 31% to 41% at the end of the 2023-2024 school year.

Monitoring:

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

District assessments will be analyzed for desired outcomes as well as FAST progress monitoring during the school year.

Administration will conduct data chats with teachers who will produce action plans targeting the progress of the students within this subgroup.

Person responsible for monitoring outcome:

[no one identified]

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.)

Grade levels will work collaboratively to plan for differentiated ELA instruction based on various academic levels.

All classrooms conduct small group ELA remediation targeting individual student needs towards mastery. Teachers utilize iReady data to group their students for differentiation.

Targeted interventions will be implemented for students as identified through results from district benchmark assessments, formal assessments towards benchmark mastery, and FAST progress monitoring.

iReady individual online paths will support mastery through differentiation.

Leading and Learning teams meet monthly with school-based teams to ensure school alignment.

Administration and instructional coaches attend grade level PLCs.

Teachers participate in grade level structured planning days in the beginning of each quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap for this subgroup, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels with increasing ELA LG L25% among Students with Disabilities during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps to increase ELA LG L25% among Students with Disabilities. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Working with the intervention support specialist and academic coaches, intervention groups are created carefully to assure specific Tier 3 students are appropriately placed with a Reading Endorsed teacher. These specific lists are checked by administration and given to the Information Specialist for scheduling.

Phonics for Reading is used for 3rd through 5th grade. For Q1, the end of year FAST PM3 results are used as placement support.

i-Ready Toolkit: We review effectiveness using i-Ready diagnostics, percentage of lessons passed, and percent of students with standards mastery in each class.

Dibels is also used to evaluate efficacy of our intervention programs.

School-Developed Comprehension and Enrichment intervention programs are implemented.

Paraprofessionals will be scheduled to push in to classes during the ELA block. They will also support intervention at each grade level by pushing into Phonics rooms.

In addition to the intervention block, students not proficient in ELA are invited to attend ELA tutoring groups during their PE specials time via PE waiver.

MTSS Groups in 3rd - 5th:

The intervention specialist creates data driven pull out or push in groups to administer additional weekly ELA interventions.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

Walkthrough pop ins will take place several times per quarter by the principal, two assistant principals, and two curriculum coaches. Each member of the coaching team will complete an observation form consisting of 'Look Fors', use of high quality resources, student centered strengths, as well as possible student centered growth opportunities. The coaching team understands that teachers can't change what they don't know. Look Fors examples include benchmark posted and annotated to include academic vocabulary,

students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

Grade level chairs are members of the leadership team. The leadership team meets monthly to discuss and take action towards school progress.

Grade level chairs mentor the new to Treeline teachers to ensure their needs and the school's needs are met.

In addition, all new to teaching teachers are strategically matched up with a mentor who will support and oversee the teacher's progress throughout the school year.

Treeline's grade level Leading and Learning teachers share relevant information with administration after each meeting. During PLC meetings they, along with the grade level chairs, ensure information is shared appropriately and adds any necessary information to assist with implementation or clarification.

Look and Learns:

Look and Learns are observations and are conducted by academic coaches once per semester for all teachers. Academic coaches meet with individual teachers before and after the observation for non evaluative feedback. School-wide Look and Learns focus on one of 4 components (Formative Assessments, Social Emotional Learners, Target Task Alignment, or Student Led Teaming). The coaches focus on a goal for individual teacher needs.

Person Responsible: [no one identified]

By When:

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).

The 3 ESSA subgroups that are in need of attention are Black/African American Students, English Language Learners, and Students with Disabilities.

The following resources are allocated the subgroups:

Dictionaries for English Language Learners

Imagine Learning program for English Language Learners

Core differentiation support for English Language Learners

Additional Instructional Support for differentiation according to the needs of students in all 3 subgroups.

Walk to read as an additional intervention for all 3 subgroups.

Scaffolded Instruction for all 3 subgroups.

Individualized iReady reading paths for all 3 subgroups.

Emphasis on Reading to Learn with Incentives for all 3 subgroups.

PDs for teachers to ensure quality and effective teaching.

The use of High Yield Strategies in every classroom for all 3 subgroups.

Monitored PLCs by admin and academic coaches to ensure effectiveness for all 3 subgroups.

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice.

The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan.

Intervention Block:

Working with the intervention support specialist and academic coaches, intervention groups are created carefully to assure specific Tier 3 students are appropriately placed with a Reading Endorsed teacher. These specific lists are checked by administration and given to the Information Specialist for scheduling.

Phonics for Reading is used for 3rd through 5th grade. For Q1, the end of year FAST PM3 results are used as placement support.

i-Ready Toolkit: We review effectiveness using i-Ready diagnostics, percentage of lessons passed, and percent of students with standards mastery in each class.

Dibels is also used to evaluate efficacy of our intervention programs.

School-Developed Comprehension and Enrichment intervention programs are implemented.

MTSS Groups in 3rd - 5th:

The intervention specialist creates data driven pull out or push in groups to administer additional weekly ELA interventions.

Teacher Coaching/Mentoring:

Coaching teachers is a crucial area for Treeline as a whole. During the 2022-2023 school year as observed by classroom walkthroughs and school/teacher data analysis, it was found that additional support is needed to implement rigorous classroom instructional strategies.

As teachers gain experience and longevity, the school is able to build capacity needed to achieve the school wide goals. In order to increase achievement in ELA, a structured coaching plan must be put in place. Just like students, teachers don't all need the same 'instruction' in this case coaching. The idea is to individualize each teacher's coaching plan towards what they need.

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examples include benchmark posted and annotated to include academic vocabulary, students know and understand the learning target, student task aligns with taxonomy level or higher, think time was provided, correct and effective use of high yield strategies to include Kagan structures, Academic Teaming, Academic Teaming role cards, and higher order thinking questions, productive peer interactions, cold calling and no opt out strategy used, classroom management, and a category for 'other'. A copy of this observation for teachers will be left as immediate feedback. Student centered growth opportunities would be deemed as coach worthy to assist the teacher in fine tuning his/her skill and a copy is assigned to a coaching member and placed on the action board in the conference room. The coach will then meet with the teacher to discuss non evaluative opportunities and create a plan with measurable goals with timelines for mastery. The coach would follow through with the teacher until the teacher has mastered the skill in question.

The number of student centered growth opportunities will be tallied throughout the year as well as successes of mastery as measured by the coach during follow up process and through administration walkthrough observations throughout the school year. Mastery will also result in the increase in overall ELA achievement as indicated by the 2023-2024 FAST state assessment results.

The coaching cycle will be monitored by an assigned instructional coach or member of the administration team. Each team member will post their teacher/s coach plan on an 'Action Board' in the conference room. Updates and discussions will take place during the weekly admin/coach meetings held every Friday morning along with daily goals for coaching. Each team member will discuss the teachers being coached by them and their progression towards their mastery. Formal monitoring will occur at the coach level, however members of the administration team would conduct walkthrough observations throughout the school year and would monitor progression through this means as well.

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Teacher Walkabouts:

Throughout the school year veteran teachers as well as new have the opportunity to observe teachers that are highly qualified in a specific skill either requested by the teacher or as a part of the coaching cycle plan. Two teachers observe at the same time, so that they can discuss their findings and complete a reflective action plan for their own classroom. A meeting is scheduled with administration or coaches to discuss the findings and follow up plan to ensure mastery.

Teacher Data Chats:

The data chats will occur mid year, but more often when specific teachers require additional coaching supports. Teachers will incorporate MOIs for reflection. Feedback and goal setting will occur during the data chats. The teacher will complete a plan for individual student mastery prior to the data chat with students filled in under sections labeled proficient, non proficient, what do you think you did to bring or maintain proficiency/ what will you do to move your level 4/5s, and action plan to bring individual student to proficiency. This plan will be followed up upon with administration and/or academic coaches.

Common Planning Time:

Teacher planning days occur quarterly to ensure grade levels prepare structured plans for optimal student learning of the standards.

Professional Development:

Teachers will receive continuous training and development with high yield strategies such as Kagan, thinking maps, distributive summarizing, chunking and more. Treeline is also focused heavily on Academic Teaming, which is an initiative developed to (1) assure instruction is occurring at the taxonomy level on which the standard is written thereby increasing rigor and (2) increase student engagement and achievement by creating academic teams in the classroom. All teachers participated in Academic Teaming preschool professional development to focus on new or continued usage with fidelity and next step implementations.

All teachers have optional professional development training offered weekly. These trainings are facilitated by our veteran teachers and literacy coaches. Literacy coaches and our intervention specialist planned content-based training to deliver to grade levels abased upon school SIP goals and teacher feedback. In quarter 1 several training sessions will be mandatory for grade levels. These are i-Ready prerequisite reports, tools and data sheets and Academic Teaming. New to Treeline teachers receive academic vocabulary and thinking maps training and those new to teaching receive classroom management and center structures and strategies, parent communication, as well as the use of specific computer applications used throughout the school year.

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

Academic Block Instructional Practices

-Provide whole group and small group instruction on standards; Teachers follow the district's scope, sequence, to guide sequence and pacing of standards instruction. Essential questions come from district instructional guides, not Wonders. Weekly themes should be utilized. The 12 day close reading routine and planning slides from the district will be helpful guides for instruction.

-The ELA block is an uninterrupted block of time.

-Academic Teaming Toolkits: Preplanning questions and tasks for taxonomy alignment and autonomy

-Integration of targeted High Yield Strategies: Vocabulary, Numbered Heads together (Kagan), higher order questions and thinking skills, cooperative learning strategies and thinking maps etc.

-Centers: engagement focus, perfect practice centers, thinking maps etc. students should be accountable for their work.

Accelerated Reader program involves conferencing with students, setting and fluidly aligning to realistic goals. A. R. can either be completed, as a whole group, or in centers, not both, and must produce a product.

-Applications approved during the ELA Block:

1. iReady Reading-centers or whole group
2. Safari Montage, NEWSELA etc., Imagine Learning (LY/LF students), Nearpod, Digital Resources, etc.
3. K-2 Reading playground is an optional center rotation during Core or intervention
4. Close reading for 2nd

-During the Reading block students will be receiving differentiated core instruction. Utilizing WONDERS companions and anchor texts curriculum pieces, district instructional guides, CPALMS lessons, etc may be used.

-K-2 Spelling Notebook utilized in whole group and/or small groups. This is an optional but helpful program along with Heggerty's, and phonograms. This may fit best during intervention.

-Kindergarten will utilize Read Well and Wonders for their CORE and Read Well as their additional intervention block time.

2nd grade uses Flyleaf for their intervention program and use Wonders Test Prep for reteaching individual students needing support.

-The ELA Block should follow a balanced literacy framework (read alouds to increase vocabulary, word study, shared reading, guided reading, independent reading).

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student ELA mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars. Administrators and instructional coaches attend and support the grade levels during the PLCs. Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs. All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan. .

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

Academic Block Instructional Practices

-Provide whole group and small group instruction on standards; Teachers follow the district's scope, sequence, to guide sequence and pacing of standards instruction. Essential questions come from district instructional guides, not Wonders. Weekly themes should be utilized. The 12 day close reading routine and planning slides from the district will be helpful guides for instruction.

-The ELA Block will be an uninterrupted block of time.

-Academic Teaming Toolkits: Preplanning questions and tasks for taxonomy alignment and autonomy.

-Integration of targeted High Yield Strategies: Vocabulary, Numbered Heads together (Kagan), higher order questions and thinking skills, cooperative learning strategies and thinking maps,etc.

-Centers: engagement focus, perfect practice centers, thinking maps, etc. students should be accountable for their work.

-Accelerated Reader program involves conferencing with students, setting and fluidly aligning to realistic goals. A. R. can either be completed, as a whole group, or in centers, not both, and must produce a product.

Applications approved during the ELA Block:

1. iReady Reading-centers or whole group
2. IXL Reading, Safari Montage, NEWSELA, etc., Imagine Learning (LY/LF students), Nearpod, Digital Resources.
3. Close reading for 3rd - 5th.

-During the Reading block students will receive differentiated core instruction. Utilizing WONDERS companions and anchor texts curriculum pieces, district instructional guides, CPALMS lessons, etc. mayu be used.

-The ELA Block should follow a balanced literacy framework (read alouds to increase vocabulary, word study, shared reading guided reading, independent reading).

Strategic PLC Process:

Grade levels meet every Wednesday in PLCs. They follow the 4-Step PLC Extension for Deliberate Practice. The 4 step process includes What they should be hearing and seeing during student talk and work, what formative tasks will they use to track student ELA mastery, what actions will they take to close the daily classroom gap, and what student work from formative/s will they bring back to review at the PLC. Grade levels will also create a backwards design plan using standards mastery exemplars.

Administrators and instructional coaches attend and support the grade levels during the PLCs.

Grade level leadership team members (2 from each grade level) will develop, along with their grade level teams, Q1 Focus Goals to include actionable steps. The plan will be uploaded into the grade level PLC folders and progress will be monitored by the administrator/coach assigned to the grade level PLCs.

All teachers were given formative assessment clipboards for easy use with their standards mastery tally tracking sheet during daily lessons to then apply to their 4 step extension deliberate practice plan. .

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

65% of K-2 students will score at or above the 606h percentile as measured by the STAR Reading Assessment.

Grades 3-5 Measurable Outcomes

Treeline Elementary will increase 3rd-5th ELA achievement from 51% in the 2021-2022 school year to 54% in the 2023-2024 school year as measured by the FAST state 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.

Administration, academic coaches and PLCs will monitor these areas of focus after each progress monitoring window by data disaggregation/analysis and adjusting intervention groupings and instructional practices accordingly. Additionally, the results of i-Ready diagnostics and benchmark assessments will be used to gauge overall trends across grade levels. Students will also track their own data using data binders on a weekly basis to monitor assessments, iReady progress and accelerated reader.

Administration will conduct data chats with PLCs and individual teachers to target necessary changes to implement immediately in order to progress toward the school's goals.

Accelerated Reader program - monitored quarterly by academic coaches with individual teachers.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Wilcken, Jennifer, jenniferkw@leeschools.net

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 following evidence-based practices are being implemented:

1. Small group, standards-based instruction facilitated within the uninterrupted 90-minute ELA block to include instruction on oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
2. Questioning and tasks that include higher order thinking skills
3. Academic Teaming to boost student accountability of learning, instructional engagement, and overall rigor
4. Use of iReady learning path which targets and monitors each student's instructional level
5. PLCs collaborate to share best practices, craft quality lesson plans, and plan for assessments of

student learning.

6. Implementation of skill-based intervention practices to target students' academic gaps or provide enrichment

7. Targeted interventions and support for ELL And SWD subgroups

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?

All aforementioned evidence based practices meet Florida's definition of strong practices. All programs align with the K-2 Comprehensive Evidence Reading Plan and align with the B.E.S.T ELA Standards.

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
<p>The school will utilize K-2 Literacy Coach, Intervention Support Specialist, ESE resource teachers, paraprofessionals and 3-5 Literacy Coach to support ELA core and intervention blocks. Resources will coach, co-teach, push in small groups, and monitor formative assessments through a standards tracker. Resources will help lead and facilitate PLC meetings along with attended grade level planning.</p> <p>Each grade level will be provided a full grade level planning day at the end of each quarter. These planning days give grade level teams the opportunity to explicitly plan for their grade levels' needs, including instructional planning, mapping out assessments, and taking inventory of professional development needs.</p>	<p>Wilcken, Jennifer, jenniferkw@leeschools.net</p>

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.

N/A

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))

N/A

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)

N/A

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

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: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
6	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.

Yes