

# Treadway Elementary School



2014-15 School Improvement Plan

## Treadway Elementary School

10619 TREADWAY SCHOOL RD, Leesburg, FL 34788

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
65%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
24%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>36</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>38</b>
Professional Development Opportunities	39
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>42</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

We will do whatever it takes to ensure our students' success as learners today and in the future to be college and career ready.

##### **Provide the school's vision statement**

Treadway Elementary School believes in growth for all students. We do this by developing the academic skills, habits of mind, and character traits necessary to complete the next step in their educational journey.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

This year, teachers will receive professional development in building a school family. Professional development goals will be aimed at creating a learning culture through collaborative structures. A learning culture grounded in inquiry allows individuals to construct meaning based on their individual background, while also experiencing the values and backgrounds of classmates. Collaboration exposes students to different ways of thinking that will challenge or support their own. Interaction between the family and school provides opportunities to gain knowledge about the cultures represented throughout the school. Our parent involvement includes a variety of academic and non-academic family nights that offer parents and staff a chance to engage and build relationships.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Students are greeted by one of the two administrators and welcomed on campus with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. Should a classroom disruption arise in which the teacher needs assistance, the teacher contacts an administrator, and a member of the leadership team responds quickly. Students are treated with respect and given an opportunity to correct their behavior and return to the classroom when appropriate.

A Bullying Proof Your School program has been implemented to educate the students to take a stand against bullying. This program assists students in feeling safe in school. The dismissal of students is monitored and supervised by adults to guarantee student safety and to make sure students are at the appropriate dismissal area.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Teachers implement their classroom rules and expectations and consequences when necessary. If a student becomes disruptive to the point that warrants removal, the teacher contacts administration and a member of the school's leadership team responds to the classroom immediately. For lower level behaviors, the teachers document behaviors on an infraction report and contact the parents, as



part of the PBS program. Once the infraction report is full, four infractions of the same nature, the teacher will complete a discipline referral for an administrator to address. Teachers are trained on the PBS expectations and provided a discipline flow chart to follow as to identify behaviors teachers address and behaviors administration will handle.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

When necessary, teachers write a guidance referral for students who have specific social-emotional needs. The guidance counselor provides support for the student and seeks additional help when needed. Treadway Elementary also has a mentoring program called "Bear Buddies." This program will assist with academics, self-esteem, and social behavior. Also, guidance and administration works with the school's social worker to provide support for parents of students when appropriate.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Meet the Teacher- All parents and students Pre-K-5th grade are invited to meet their teacher and visit their classroom for the upcoming school year.

Curriculum Night/Open House- All parents Pre K-5th grade are invited to visit their child's classroom where the teacher will share information on the Florida Standards, curriculum materials, behavior expectations, and promotion requirements. Administration, Literacy Coach, Curriculum Resource Teacher, and Guidance Counselors will be available for parents who have concerns or questions.

Report Card Night-All parents of K-5 students are invited to come to conference with their child's teacher in regards to progress with the Florida Standards and any behavior issues the child may be experiencing. Teachers will share with parents ways they can help their child at home.

Family Literacy Night- All families Pre-K-5 are invited to a night of activities designed to help students achieve higher levels in their reading skills.

AR Nights: All parents of K-5 students are invited to the Treadway Learning Commons to read Accelerated Reader books and have access to the Treadway Reading Lab to take AR quizzes.

Family STEM Night-All families Pre-K-5 are invited to attend an engaging night of Science, Technology, Engineering, and Math activities.

PTO-All parents are invited to attend and join the Parent Teacher Organization.

SAC-All parents are invited to attend the School Advisory Council meetings which are held once a month to share information about our school, the School Improvement Plan, and student achievement.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Treadway Elementary builds and sustains partnerships with the local community and its members in a number of different ways. School driven community groups such as SAC, Parent Teacher Organization (PTO), local businesses, and community groups, all of whom donate on a regular basis, student incentives, student classroom materials and supplies for families in need.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Haugabrook, Letizia	Principal
Christidis, Cindy	Assistant Principal
Bass, Shannon	Instructional Coach
Brown, Dawn	Other

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal: Administers the coordination and management of the school campus and academic activities. The principal's responsibilities include developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The principal is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such coordination with Schools Board goals and initiatives.

Assists in the administration, coordination and management of all elementary school campus and academic activities. Assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Also, by providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.

Curriculum Resource Teacher and Literacy Coach: Uses expertise to assist teachers in implementing curriculum needs. Provide information on any curriculum questions or concerns. Assist in the coordination and implementation of Florida Standards and the delivery of best practices aligned to supporting all students. Provide leadership in data analysis, curriculum development, and instructional strategies.

Guidance Counselors: Assist students with self-esteem, motivation, and social skills. Serves as problem-solving team chair. Coordinates team meetings and notifies members of dates and times. Administers screening tests and reports findings. Consults with teachers regarding implementation intervention and data collection. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Also, provide support and encouragement with academics and attendance.

ESE Specialist: Assists with meeting needs of ESE students with support facilitation for inclusion classrooms and resource opportunities for those students that need extra support.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Leadership Team meets weekly to discuss academic progress, instructional needs, resources, assessments and progress monitoring. Adjustments to core instruction may be made based upon data according to the FCIM Model.

The MTSS leadership team will:

- Provide an assigned schedule for teachers to present academic and behavioral concerns.
- Provide a flexible schedule to teachers to present concerns.
- Provide assistance in determining appropriate interventions for students.
- Assist in data collection and facilitating the graphing of data.
- Facilitate and monitor implementation of intervention programs
- Assist teachers with organization and disaggregation of data to determine appropriate student placement in intervention groups.
- Provide required observations and assist with required parent conferences.
- Upon teacher request, we provide training or print reports for computerized intervention program.
- Monitor, schedule, and document required parent involvement in MTSS process.

SAI---\$7,026.00

These funds will be spent on a before and after school tutoring program. The tutoring program will consist of math, reading, and writing.

Collaborative Time Funds---\$6297.00

These funds will be used to pay for subs to provide collaborative planning time for the grade level teams to work together to accelerate student learning. They will also focus on the Florida Standards and align them with the Blueprints to create lesson plans that provide rigorous instruction and performance task based learning. Teachers will make sure complex text, tasks and talk is incorporated in their daily instruction.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Denice Volzone	Business/Community
Letizia Haugabrook	Principal
Bonnie Smith	Parent
Robert Herrick	Parent
Julie Cook	Education Support Employee
Pat Duncan	Education Support Employee
Shelly Allen	Education Support Employee
Hoobert Castaneda	Business/Community
Sandra Smallwood	Teacher
Melissa Meadows	Teacher
Dawn Brown	Teacher
Patricia DeToro	Teacher
Linda Tucker	Parent
Nicole Sikora	Parent
Christy Barnes	Parent
Stephanie Glass	Teacher
Nan Burnsed	Teacher
Cheryl Smith	Teacher
Janet Gonzalez	Teacher
Marcella Padilla	Parent
Mrs. Mitchell	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The 2013-2014 School Improvement Plan will be reviewed and discussed at the September SAC meeting.

*Development of this school improvement plan*

The leadership team and teachers collaborated on developing goals. A consensus was reached and the plan was developed. The plan was taken to the SAC for discussion and input. The SAC tentatively approved the plan contingent on school board approval.

*Preparation of the school's annual budget and plan*

Administration develops budgets and plans based on routine, academic, and safety needs. Budget items to be discussed are presented to the SAC for approval.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

- 1) School Check-In System \$225.00
- 2) BrainPop (computer program) \$1237.50

- 3) Education City, Inc \$2954.70
- 4) My Access \$1800.00
- 5) Write Score \$2500.00
- 6) Before and After School Tutoring \$2400.00

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bass, Shannon	Instructional Coach
Haugabrook, Letizia	Principal
Christidis, Cindy	Assistant Principal
Brown, Dawn	Instructional Coach

#### Duties

**Describe how the LLT promotes literacy within the school**

- 1) Implements Florida Standards across grade levels and cross-curricular with complex text, talk and task.
- 2) Focus on improving reading scores by developing a plan to incorporate higher order questioning with the implementation of complex text, talk and tasks in daily instruction.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Throughout the school year, teachers will receive professional development and practice in the procedures and routines necessary to function as a PLC. Teachers will learn how to establish norms. Group norms and routines will provide guidance in collaborative planning. Teachers will be provided time to meet as a grade level PLC each week. The Leadership Team will provide grade level support to assist with data analysis, maintaining effective relationships, and aligning plans to the Florida Standards. The Team will offer support and guidance to conduct observations and to engage in collaborative planning with the end goal of building teacher leaders. Teachers will be encouraged to observe in other classrooms.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Treadway Elementary School strives to employ the best and most qualified teacher for each position. Each candidate is screened and interviewed, and careful consideration is given to recommendations and references Administration will oversee this process. Regular scheduled meetings are held for the new teachers for resources, instructional assistance, and

daily routines guidance. The Literacy Coach will oversee the TOPP Program at Treadway. The Curriculum Resource Teacher will be responsible for resources and curriculum assistance. We will partner new teachers and teachers in need of instructional and classroom management strategies with a mentor for instructional assistance. The assistant principal will oversee this process.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentor Mentee Rationale for Pairing Planned Mentoring Activities

Dawn Amy As a CRT she will be able to Discuss evidence-based strategies, Brown Osbun-Rapp devote time to assist this 1st evaluation model/domains; coaching, year teacher. mentoring, feedback, and planning.

Shannon Janet As the Literacy Coach she will be Discuss evidence-based strategies, Bass Gonzalez able to devote time to assist this best practices, data, and TWE needs/ 1st year teacher. requirements.

Melissa Patricia As Patricia's team teacher, she Discuss evidence-based Dillon Gall will be able to devote time to strategies, evaluation model/domains, assist with best practices, data coaching, feedback, and planning. and TWE needs/requirements.

Stacie Marla As Marla's team teacher, she Discuss evidence-based Osborn Ambrose will be able to devote time to strategies, evaluation model/domains, assist with best practices, data coaching, feedback, and planning. and TWE needs/requirements.

Michele Rachel As Rachel's team teacher, she Discuss evidence-based Mann Underwood will be able to devote time to strategies, evaluation model/domains, assist with best practices, data coaching, feedback, and planning. and TWE needs/requirements.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All materials and copies must be approved by administration in order to stay aligned with the Florida Standards and possess the required rigor.

Daily walk-throughs are conducted by administration, CRT, and Literacy Coach. Instruction is monitored to meet the full intent of the Florida Standards.

Classroom grades are monitored to track pass/fail percentages. Rtl/MTSS process tracks student progress compared to the other students in the class.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers will use the LBA Baseline data to identify what science knowledge incoming students have previously mastered. They will then compare the LBA Baseline to the LBA Mid-Year data to identify gains and losses. Throughout the year, students will take the LBA Mini Assessments measure proficiency for each benchmark. Teachers will administer the first assessment as a formative assessment. The first assessment will give the teacher an idea of what content needs to be retaught



whole group prior to the second mini assessment. The second assessment is summative and will be graded to determine mastery of the standard. If students do not master a standard on the summative assessment, they will be pulled for small group acceleration by classroom teachers. All data will be tracked on a spreadsheet and discussed at weekly PLC meetings. ELA and Math Baseline Assessments will be given in October. Student data will be disaggregated to identify areas of strengths and weaknesses. Teachers will work with students in small groups to either accelerate, maintain, or enrich their skills needed to master the Florida Standards.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 2,400

We will implement a before and after school tutoring program for those students in grades 3-5 that meet the criteria. These students will participate in 20 weeks of extra reading and math instruction, resulting in 40 hours of extra instruction for math and reading.

For writing, we have two teachers one before school and one after school that will work with our 4th and 5th grade students for 2 hours a week for 20 weeks. This will give the identified students an extra 40 hours of writing instruction.

#### ***Strategy Rationale***

The Math and Reading Tutoring Program will be used to differentiate instruction in the Florida Standards for students that have been identified to need the extra instruction to accelerate their learning. The Writing Tutoring Program will focus on using text evidence and citing sources in their writing as will be required in the new Florida Writing Assessment.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Brown, Dawn, [brownd@lake.k12.fl.us](mailto:brownd@lake.k12.fl.us)

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Student progress is monitored through pre and post tests along with teacher observation and input. CRT and teachers will meet on a monthly basis to analyze the data and discuss teacher observations to make determination if any changes need to be made to meet individual student needs.

**Strategy: After School Program**

**Minutes added to school year: 2,400**

We will implement a before and after school tutoring program for those students in grades 3-5 that meet the criteria. These students will participate in 20 weeks of extra reading and math instruction, resulting in 40 hours of extra instruction for math and reading. For writing, we have two teachers one before school and one after school that will work with our 4th and 5th grade students for 2 hours a week for 20 weeks. This will give the identified students an extra 40 hours of writing instruction.

**Strategy Rationale**

The Math and Reading Tutoring Program will be used to differentiate instruction in the Florida Standards for students that have been identified to need the extra instruction to accelerate their learning. The Writing Tutoring Program will focus on using text evidence and citing sources in their writing as will be required in the new Florida Writing Assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Brown, Dawn, brownd@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progress is monitored through pre and post tests along with teacher observation and input. CRT and teachers will meet on a monthly basis to analyze the data and discuss teacher observations to make determination if any changes need to be made to meet individual student needs.

**Strategy: Extended School Day**

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



Two “Kindergarten Round Up” nights are scheduled in May for parents to bring their Pre-K student to Treadway and register them for the upcoming year. Kindergarten teachers administer a screener test on each student to determine performance level. Teachers also conduct school tours for the parents and students to help familiarize them with our campus. Parents are invited and encouraged to become a school volunteer.

The local middle schools arrange a day that 5th grade students can visit their campus and receive information necessary for their transition to 6th grade. Articulation meetings are also held for those ESE students going to middle school.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students.
- G2.** Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing.
- G3.** Treadway Elementary will increase the effectiveness with which all teachers differentiate standards-based instruction.
- G4.** Safe Schools: To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully proofing strategies, and safety and civic responsibilities.
- G5.** Instructional Technology: To provide technology enriched classrooms for all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students. 1a

G043425

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	10.0
Discipline incidents	-10.0
Level 1 - All Grades	-10.0

**Resources Available to Support the Goal** 2

- MTSS: PS/RTI Guide from Lake County Schools
- MTSS: STAR
- RTI Team facilitated by Grade Specific Guidance Counselor and attended by General Ed Teacher(s), Literacy Coach, Curriculum Resource Teacher, ELL Representative (when applicable), and Administrators
- PAWS groups for Interventions
- www.interventioncentral.org

**Targeted Barriers to Achieving the Goal** 3

- Schedules

**Plan to Monitor Progress Toward G1.** 8

The MTSS Team will have an initial meeting with classroom teachers at the beginning of the year and review interventions for current RTI students. Then each week the MTSS Team will meet with teachers from a specific grade level. Teachers will have opportunity to bring forth students who are struggling academically or behaviorally and the data demonstrates the need to begin the RTI process. The MTSS Team will also review data collected from FAIR, Baseline & Mid Year Assessments, previous FCAT scores, STAR Reading, STAR Math, and classroom grades to determine if any other students should be brought up for consideration for RTI. Throughout the year, the MTSS Team will continue to meet every six weeks with each grade level to review each student's progress in the RTI process, make amendments to the RTI plan for that student, or move to the next Tier.

**Person Responsible**

Dawn Brown

**Schedule**

On 6/5/2015

**Evidence of Completion**

Progress Monitoring Assessment Data, Growth Charts with Trend Lines, Data from STAR Reading, Star Math, Mid Year Assessments, FAIR, and Behavior Tracking Charts that demonstrate achievement in specific areas would demonstrate effectiveness of MTSS: RTI process.

**G2.** Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing. 1a

G043424

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	100.0

**Resources Available to Support the Goal** 2

- On-Going Professional Development
- Grade Level PLCs
- Departmentalization for Grades 3-5
- Write Score for Grades 4-5
- Progress Monitoring for grades K-5
- Reading Lab for Reading/Writing/Keyboarding Skills
- DBQs Grades 2-5
- C2 Cohort Training

**Targeted Barriers to Achieving the Goal** 3

- New Florida Writing Assessment

**Plan to Monitor Progress Toward G2.** 8

Successful progress will be determined by writing assessments, student products, and lesson plans.

**Person Responsible**

Cindy Christidis

**Schedule**

Weekly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Write Score Data, Writing Assessments, Progress Monitoring Data, Student Products, and Lesson Plans

**G3.** Treadway Elementary will increase the effectiveness with which all teachers differentiate standards-based instruction. **1a**

G043423

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	51.0
Math Gains	51.0
ELA/Reading Lowest 25% Gains	51.0

**Resources Available to Support the Goal** **2**

- Enhanced Blueprints and Scope and Sequence
- Technology Training
- Extended Math Blocks
- InSync
- CPALMS
- EBSCO
- 8 Mathematical Practices
- Math Flip Books
- ELL Aide
- Support Facilitation Teachers
- Resource Teacher
- Departmentalization for grades 3-5
- On-going Professional Development
- Grade Level PLCs

**Targeted Barriers to Achieving the Goal** **3**

- Teaching to the Full Intent of the Standard

**Plan to Monitor Progress Toward G3.** **8**

Successful progress will be determined by assessments, student products, lesson plans, and classroom observations.

**Person Responsible**

Letizia Haugabrook

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans, Student Products, Formal and Informal Assessments, and Classroom Observation Data

**G4. Safe Schools:** To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully proofing strategies, and safety and civic responsibilities. 1a

 G043422

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Bully-Proofing Your School
- Too Good for Drugs/Too Good for Violence
- Safe School Committee
- Treadway Elementary Rules and Procedures

**Targeted Barriers to Achieving the Goal** 3

- Bully Prevention Strategies

**Plan to Monitor Progress Toward G4.** 8

Surveys, Lesson Plans, Referrals, Guidance Reports, Reporting Forms, Discipline Reports

**Person Responsible**

Cindy Christidis

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Surveys, Lesson Plans, Referrals, Guidance Reports, Reporting Forms, Discipline Reports

**G5. Instructional Technology: To provide technology enriched classrooms for all students.** 1a

G043421

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

**Resources Available to Support the Goal** 2

- InSyn
- Safari Montage
- Smart Boards, Bright Links, Airliners, Tablets, Computers, iPads, Clickers, Surface Tablets
- Learning Commons
- Academic Websites
- CPALMS
- EBSCO
- Accelerated Reading
- Mobi Max
- ixl Math
- 

**Targeted Barriers to Achieving the Goal** 3

- Professional Development

**Plan to Monitor Progress Toward G5.** 8

Teachers will collect and review student usage data to determine their progress on the learning goals.

**Person Responsible**

Cindy Christidis

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Teacher and student usage reports, lesson plans, individual learning plans when applicable

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students. **1**

 G043425

**G1.B1** Schedules **2**

 B107610

**G1.B1.S1** Once a week every 6 weeks, meet with grade level teachers from a specific grade to review students who are in RTI, Interventions, and next steps and also to bring forth new students who may need to be added to RTI for interventions. A roaming substitute teacher will come to cover classroom teacher, so there is time to go over data and information carefully to make informed and specific decisions to accelerate our students and to accomodate the grade level in one day. **4**

 S121526

### Strategy Rationale

In an effort to eliminate the possibility of students being overlooked or interventions not being implemented correctly, time must be given to thoroughly develop intervention plans and how we will progress monitor those interventions.

**Action Step 1** **5**

Create schedule to monitor progress of students in Rtl and to bring new students into the process.

### Person Responsible

Letizia Haugabrook

### Schedule

Weekly, from 9/8/2014 to 6/4/2015

### Evidence of Completion

Progress Monitoring graphs and data, Student Rtl Calendar/Schedule



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

District fidelity reports

**Person Responsible**

Letizia Haugabrook

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

District fidelity reports, student assessments, student grades

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitor fidelity reports, weekly leadership meeting, data chats to discuss progress

**Person Responsible**

Letizia Haugabrook

**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Fidelity Reports, Student Grades, Student Assessment Scores, Meeting Agendas/Minutes

**G2.** Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing. 1

G043424

**G2.B1** New Florida Writing Assessment 2

B106485

**G2.B1.S1** Teachers will use the DBQ process in Social Studies to assist with the writing process. 4

S119050

### Strategy Rationale

The DBQ process teaches students how to use text evidence in their writing and how to cite their references.

### Action Step 1 5

Teachers will implement the DBQ process in Social Studies for grades 3-5.

#### Person Responsible

Cindy Christidis

#### Schedule

Quarterly, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

Document based questions in essay form.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Progress monitoring will be tracked on each student's progress in the DBQ process.

#### Person Responsible

Cindy Christidis

#### Schedule

Quarterly, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

DBQ Final Essay, Progress Monitoring Spreadsheet

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Classroom Observations and PLCs will monitor the effectiveness of the DBQ process.

**Person Responsible**

Cindy Christidis


**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

PLC minutes, Observation notes

**G2.B1.S2** Write Score program for 4th and 5th grades. 4

 S119051

**Strategy Rationale**

This program aligns with the new Florida Writing Assessment. It will allow students to experience what will be expected of them on the assessment.

**Action Step 1** 5

4th and 5th grade teachers will utilize the Write Score program to assist with the new writing expectations on the new Florida Writing Assessment.

**Person Responsible**

Cindy Christidis

**Schedule**

Quarterly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Tracking student progress will be done for each assessment to monitor growth.

**Person Responsible**

Cindy Christidis

**Schedule**

Quarterly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Student Write Score Essays

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Progress monitoring and classroom observations will be done to support the effectiveness of implementation.

**Person Responsible**

Cindy Christidis

**Schedule**

Quarterly, from 9/8/2014 to 6/4/2015


**Evidence of Completion**

Progress Monitoring Spreadsheet and Observation Notes


**G3.** Treadway Elementary will increase the effectiveness with which all teachers differentiate standards-based instruction. **1**

 G043423

**G3.B3** Teaching to the Full Intent of the Standard **2**

 B106479

**G3.B3.S1** Departmentalization in grades 3-5 **4**

 S117989

### **Strategy Rationale**

Students will have the opportunity to deepen and apply their knowledge by increasing the amount of time spent in ELA and Math blocks.

### **Action Step 1** **5**

Assistant Principal will create a master schedule that allows grades 3-5 to departmentalize.

#### **Person Responsible**

Cindy Christidis

#### **Schedule**

#### ***Evidence of Completion***

Master Schedule

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1** **6**

Bell Schedules will be created and implemented by grade levels.

#### **Person Responsible**

Cindy Christidis

#### **Schedule**

#### ***Evidence of Completion***

Bell Schedule, Master Schedule, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Benchmark assessments will be monitored in grades 3-5 to determine if standards are being mastered.

**Person Responsible**

Cindy Christidis


**Schedule**

Weekly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Lesson Plans, Benchmark Assessments

**G3.B3.S2** Increased PAWS time in 3rd and 5th grades. 4

 S117990

**Strategy Rationale**

This will provide lower performing students an opportunity for acceleration on non-mastered standards.

**Action Step 1** 5

Assistant Principal will create a master schedule that allows extended PAWS time for grade 3 and 5.

**Person Responsible**

Cindy Christidis

**Schedule**

***Evidence of Completion***

Master Schedule

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

PAWS times will be implemented by grade levels.

**Person Responsible**

Cindy Christidis

**Schedule**

***Evidence of Completion***

Master Schedule, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Rtl data will be monitored to determine if PAWS time is being used effectively.

**Person Responsible**

Dawn Brown

**Schedule**

Weekly, from 9/11/2014 to 6/4/2015

***Evidence of Completion***

Rtl Data and Classroom Observations

**G3.B3.S3** Enhanced Blueprint, Scope and Sequence, and Webb's Depth of Knowledge Training 4

 S117992

**Strategy Rationale**

County-wide Scope and Sequence with Blueprints have been developed with resources aligned to the new ELA Florida Standards

**Action Step 1** 5

Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.

**Person Responsible**

Dawn Brown

**Schedule**

***Evidence of Completion***

Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G3.B3.S3** 6

Implementation of the Blueprints, Scope and Sequence, and Webb's DOK will be monitored daily by classroom observations.

**Person Responsible**

Letizia Haugabrook

**Schedule**

Daily, from 8/11/2014 to 6/4/2015

***Evidence of Completion***

Lesson Plans, Classroom Observations, Student Products



**Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7**

Strategies will be monitored for effectiveness by the grade levels in their PLCs

**Person Responsible**

Cindy Christidis


**Schedule**

Weekly, from 9/15/2014 to 6/4/2015


**Evidence of Completion**

PLC notes, Student Products, Assessment Scores


**G4. Safe Schools:** To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully proofing strategies, and safety and civic responsibilities. 1

 G043422

**G4.B1 Bully Prevention Strategies 2**

 B106422

**G4.B1.S1** The Bully-Proofing Your School program will be presented to the Safe School Committee. The faculty, staff, SAC and students will be trained on the program. 4

 S117983

**Strategy Rationale**

Everyone will be presented and trained on the program so that students, faculty, and staff will have the same strategies in addressing bullying situations and to assist in preventing bullying in the future.

**Action Step 1 5**

The Bully-Proofing Your School Implementation Plan will be presented to the Safe Schools Committee. The students, faculty, staff and SAC will be trained on the program.

**Person Responsible**

Cindy Christidis

**Schedule**

Daily, from 8/26/2014 to 6/4/2015

**Evidence of Completion**

Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-In Sheets, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Administration and the Safe Schools Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, and observations of strategies.

**Person Responsible**

Cindy Christidis

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Surveys, Lesson Plans, Referrals, Reporting Forms, Classroom Observations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Safe Schools Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, observation of strategies.

**Person Responsible**

Cindy Christidis

**Schedule**

Monthly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

Surveys, Lesson Plans, Referrals, Reporting Forms

**G5. Instructional Technology: To provide technology enriched classrooms for all students. 1**

G043421

**G5.B1 Professional Development 2**

B106419

**G5.B1.S1 Instructional Technology Training 4**

S117790

**Strategy Rationale**

The effective use of technology in the classroom will increase student engagement and provide teachers with an effective progress monitoring tool.

**Action Step 1 5**

Teachers will be provided on-going technology professional development to assist with classroom instruction, assessments, and progress monitoring.

**Person Responsible**

Cindy Christidis

**Schedule**

Monthly, from 8/19/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans, Classroom Observations, Assessment Data, Progress Monitoring Data

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

Teachers will implement technology into daily instruction, progress monitoring, and assessments.

**Person Responsible**

Cindy Christidis

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Teacher and student usage reports, lesson plans, classroom observations, progress monitoring data

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

Teachers will monitor for effectiveness and ask for support as needed. The leadership team will conduct classroom observations to monitor implementation of technology into daily classroom instruction.

**Person Responsible**

Cindy Christidis

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Teacher and student usage reports, lesson plans, classroom observations, assessment data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Teachers will be provided on-going technology professional development to assist with classroom instruction, assessments, and progress monitoring.	Christidis, Cindy	8/19/2014	Lesson Plans, Classroom Observations, Assessment Data, Progress Monitoring Data	6/4/2015 monthly
G4.B1.S1.A1	The Bully-Proofing Your School Implementation Plan will be presented to the Safe Schools Committee. The students, faculty, staff and SAC will be trained on the program.	Christidis, Cindy	8/26/2014	Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-In Sheets, Lesson Plans	6/4/2015 daily
G3.B3.S1.A1	Assistant Principal will create a master schedule that allows grades 3-5 to departmentalize.	Christidis, Cindy	8/4/2014	Master Schedule	one-time
G3.B3.S2.A1	Assistant Principal will create a master schedule that allows extended PAWS time for grade 3 and 5.	Christidis, Cindy	8/4/2014	Master Schedule	one-time
G3.B3.S3.A1	Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.	Brown, Dawn	8/12/2014	Sign-In Sheets	one-time
G2.B1.S1.A1	Teachers will implement the DBQ process in Social Studies for grades 3-5.	Christidis, Cindy	9/1/2014	Document based questions in essay form.	6/4/2015 quarterly
G2.B1.S2.A1	4th and 5th grade teachers will utilize the Write Score program to assist with the new writing expectations on the new Florida Writing Assessment.	Christidis, Cindy	9/8/2014		6/4/2015 quarterly
G1.B1.S1.A1	Create schedule to monitor progress of students in RtI and to bring new students into the process.	Haugabrook, Letizia	9/8/2014	Progress Monitoring graphs and data, Student RtI Calendar/Schedule	6/4/2015 weekly
G1.MA1	The MTSS Team will have an initial meeting with classroom teachers at the beginning of the year and review interventions for current RTI students. Then each week the MTSS Team will meet with teachers from a specific	Brown, Dawn	8/28/2014	Progress Monitoring Assessment Data, Growth Charts with Trend Lines, Data from STAR Reading, Star Math, Mid Year Assessments, FAIR, and Behavior Tracking Charts that demonstrate achievement in specific areas would	6/5/2015 one-time

**Lake - 0241 - Treadway Elementary School - 2014-15 SIP**  
Treadway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	grade level. Teachers will have opportunity to bring forth students who are struggling academically or behaviorally and the data demonstrates the need to begin the RTI process. The MTSS Team will also review data collected from FAIR, Baseline & Mid Year Assessments, previous FCAT scores, STAR Reading, STAR Math, and classroom grades to determine if any other students should be brought up for consideration for RTI. Throughout the year, the MTSS Team will continue to meet every six weeks with each grade level to review each student's progress in the RTI process, make amendments to the RTI plan for that student, or move to the next Tier.			demonstrate effectiveness of MTSS: RTI process.	
G1.B1.S1.MA1	Monitor fidelity reports, weekly leadership meeting, data chats to discuss progress	Haugabrook, Letizia	9/1/2014	Fidelity Reports, Student Grades, Student Assessment Scores, Meeting Agendas/Minutes	6/4/2015 weekly
G1.B1.S1.MA1	District fidelity reports	Haugabrook, Letizia	9/1/2014	District fidelity reports, student assessments, student grades	6/4/2015 monthly
G2.MA1	Successful progress will be determined by writing assessments, student products, and lesson plans.	Christidis, Cindy	9/8/2014	Write Score Data, Writing Assessments, Progress Monitoring Data, Student Products, and Lesson Plans	6/4/2015 weekly
G2.B1.S1.MA1	Classroom Observations and PLCs will monitor the effectiveness of the DBQ process.	Christidis, Cindy	9/1/2014	PLC minutes, Observation notes	6/4/2015 biweekly
G2.B1.S1.MA1	Progress monitoring will be tracked on each student's progress in the DBQ process.	Christidis, Cindy	9/1/2014	DBQ Final Essay, Progress Monitoring Spreadsheet	6/4/2015 quarterly
G2.B1.S2.MA1	Progress monitoring and classroom observations will be done to support the effectiveness of implementation.	Christidis, Cindy	9/8/2014	Progress Monitoring Spreadsheet and Observation Notes	6/4/2015 quarterly
G2.B1.S2.MA1	Tracking student progress will be done for each assessment to monitor growth.	Christidis, Cindy	9/8/2014	Student Write Score Essays	6/4/2015 quarterly
G3.MA1	Successful progress will be determined by assessments, student products, lesson plans, and classroom observations.	Haugabrook, Letizia	9/1/2014	Lesson Plans, Student Products, Formal and Informal Assessments, and Classroom Observation Data	6/4/2015 daily
G3.B3.S1.MA1	Benchmark assessments will be monitored in grades 3-5 to determine if standards are being mastered.	Christidis, Cindy	9/1/2014	Lesson Plans, Benchmark Assessments	6/4/2015 weekly
G3.B3.S1.MA1	Bell Schedules will be created and implemented by grade levels.	Christidis, Cindy	8/11/2014	Bell Schedule, Master Schedule, Lesson Plans	one-time
G3.B3.S2.MA1	Rtl data will be monitored to determine if PAWS time is being used effectively.	Brown, Dawn	9/11/2014	Rtl Data and Classroom Observations	6/4/2015 weekly
G3.B3.S2.MA1	PAWS times will be implemented by grade levels.	Christidis, Cindy	8/11/2014	Master Schedule, Lesson Plans	one-time
G3.B3.S3.MA1	Strategies will be monitored for effectiveness by the grade levels in their PLCs	Christidis, Cindy	9/15/2014	PLC notes, Student Products, Assessment Scores	6/4/2015 weekly
G3.B3.S3.MA1	Implementation of the Blueprints, Scope and Sequence, and Webb's DOK will be monitored daily by classroom observations.	Haugabrook, Letizia	8/11/2014	Lesson Plans, Classroom Observations, Student Products	6/4/2015 daily
G4.MA1	Surveys, Lesson Plans, Referrals, Guidance Reports, Reporting Forms, Discipline Reports	Christidis, Cindy	9/1/2014	Surveys, Lesson Plans, Referrals, Guidance Reports, Reporting Forms, Discipline Reports	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Safe Schools Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, observation of strategies.	Christidis, Cindy	9/11/2014	Surveys, Lesson Plans, Referrals, Reporting Forms	6/4/2015 monthly
G4.B1.S1.MA1	Administration and the Safe Schools Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, and observations of strategies.	Christidis, Cindy	9/1/2014	Surveys, Lesson Plans, Referrals, Reporting Forms, Classroom Observations	6/4/2015 daily
G5.MA1	Teachers will collect and review student usage data to determine their progress on the learning goals.	Christidis, Cindy	9/29/2014	Teacher and student usage reports, lesson plans, individual learning plans when applicable	6/4/2015 weekly
G5.B1.S1.MA1	Teachers will monitor for effectiveness and ask for support as needed. The leadership team will conduct classroom observations to monitor implementation of technology into daily classroom instruction.	Christidis, Cindy	9/1/2014	Teacher and student usage reports, lesson plans, classroom observations, assessment data	6/4/2015 daily
G5.B1.S1.MA1	Teachers will implement technology into daily instruction, progress monitoring, and assessments.	Christidis, Cindy	9/1/2014	Teacher and student usage reports, lesson plans, classroom observations, progress monitoring data	6/4/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students.

### **G1.B1** Schedules

**G1.B1.S1** Once a week every 6 weeks, meet with grade level teachers from a specific grade to review students who are in RTI, Interventions, and next steps and also to bring forth new students who may need to be added to RTI for interventions. A roaming substitute teacher will come to cover classroom teacher, so there is time to go over data and information carefully to make informed and specific decisions to accelerate our students and to accommodate the grade level in one day.

#### **PD Opportunity 1**

Create schedule to monitor progress of students in Rtl and to bring new students into the process.

##### **Facilitator**

District Trainers/C2 Cohort

##### **Participants**

Guidance, CRT, Asst. Principal

##### **Schedule**

Weekly, from 9/8/2014 to 6/4/2015

**G2.** Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing.

### **G2.B1** New Florida Writing Assessment

**G2.B1.S1** Teachers will use the DBQ process in Social Studies to assist with the writing process.

#### **PD Opportunity 1**

Teachers will implement the DBQ process in Social Studies for grades 3-5.

##### **Facilitator**

Kathy Burris

##### **Participants**

Teachers in grades 3-5

##### **Schedule**

Quarterly, from 9/1/2014 to 6/4/2015

**G2.B1.S2** Write Score program for 4th and 5th grades.

**PD Opportunity 1**

4th and 5th grade teachers will utilize the Write Score program to assist with the new writing expectations on the new Florida Writing Assessment.

**Facilitator**

Cindy Christidis

**Participants**

5th grade teachers

**Schedule**

Quarterly, from 9/8/2014 to 6/4/2015

**G3.** Treadway Elementary will increase the effectiveness with which all teachers differentiate standards-based instruction.

**G3.B3** Teaching to the Full Intent of the Standard

**G3.B3.S3** Enhanced Blueprint, Scope and Sequence, and Webb's Depth of Knowledge Training

**PD Opportunity 1**

Enhanced Blueprint, Scope and Sequence, and Webb's DOK Training was presented in pre-planning week to all faculty members.

**Facilitator**

Dawn Brown and Shannon Bass

**Participants**

K-5 Teachers

**Schedule**



**G4. Safe Schools:** To provide a safe learning environment by maximizing resources and providing opportunities for students to learn; bully proofing strategies, and safety and civic responsibilities.

**G4.B1 Bully Prevention Strategies**

**G4.B1.S1** The Bully-Proofing Your School program will be presented to the Safe School Committee. The faculty, staff, SAC and students will be trained on the program.

**PD Opportunity 1**

The Bully-Proofing Your School Implementation Plan will be presented to the Safe Schools Committee. The students, faculty, staff and SAC will be trained on the program.

**Facilitator**

Cindy Christidis

**Participants**

Safe Schools Committee, Students, Faculty, Staff, and SAC

**Schedule**

Daily, from 8/26/2014 to 6/4/2015

**G5. Instructional Technology:** To provide technology enriched classrooms for all students.

**G5.B1 Professional Development**

**G5.B1.S1** Instructional Technology Training

**PD Opportunity 1**

Teachers will be provided on-going technology professional development to assist with classroom instruction, assessments, and progress monitoring.

**Facilitator**

Cindy Christidis/IT/TBA

**Participants**

Teachers/Grades K-5

**Schedule**

Monthly, from 8/19/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students.	0
<b>Goal 2:</b> Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing.	4,355
<b>Grand Total</b>	<b>4,355</b>

### Goal 1: Treadway Elementary School will improve the implementation and the effectiveness of MTSS including the interventions and acceleration of our students.

Description	Source	Total
B1.S1.A1 - Notes		0
<b>Total Goal 1</b>		<b>0</b>

### Goal 2: Treadway Elementary School will increase the effectiveness with which all teachers integrate cross-curricular writing.

Description	Source	Total
B1.S2.A1 - Write Score for 4th and 5th graders	General Fund	4,355
<b>Total Goal 2</b>		<b>4,355</b>