

# Friendship Elementary School



2014-15 School Improvement Plan

## Friendship Elementary School

2746 FULFORD ST, Deltona, FL 32738

<http://myvolusiaschools.org/school/friendship/pages/default.aspx>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
88%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
58%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Volusia 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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## 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Friendship will provide a positive and safe learning experience which will enable our students to be responsible, productive, and successful achievers.

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

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### School Environment

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

Students at Friendship Elementary come from a diversified background of many cultures. Students are encouraged to not only embrace their cultural differences, but to also share these differences with classmates and staff throughout the year to build and maintain positive relationships.

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

Our Behavior Leadership Team also works collectively to develop processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior that builds a school community based upon safety and security for all students. Students are provided with opportunities to express their thoughts and feelings during the school day to their teachers, guidance counselor and administration. Students may report anonymously at anytime to our 'I thought you should know...' box located in our Media Center. Students are also provided with guidance lessons in support of what the specific class needs are, as indicated by the classroom teacher. In addition our school is beginning a new Bully program called 'Olweus' where members of our school and community will come together to train all members of our faculty and staff.

##### **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**

During the first week of school students are shown a school wide behavior management video that outlines the procedures and models expectations of our students at Friendship Elementary. Students also all attend by grade level, school wide assemblies at the end of the first week to discuss with the Guidance Counselor and Assistant Principal expectations and guidelines to follow. Through our Behavior Leadership Team students and teachers use a 'Bob Cat Buck' reward system. All students can earn bob cat bucks to go towards a class reward. These bucks can be accumulated and cashed in at any time for an incentive that is differentiated between students at the Primary and Intermediate Level. Students can earn individual rewards such as Positive Referrals and Terrific Kid of the Week, as well as rewards that include drinks, ice cream or no homework passes.



**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**

Friendship utilizes all available resources, personnel and others, to provide an emotionally safe environment for children. We strive to build relationships between home and school, adults and children, through every teacher and support person who works with our population. Our school psychologists, counselor, parent liaison, and behavior specialist are all involved in helping to meet these needs.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Our Early Warning System will be used to determine and identify school-wide trends which impact students academic performance. As a result of this we will then use these areas as areas to address school-wide. We will have discussions in Leadership Meetings, at Principal Planning Meetings, PLC's, and Faculty Meetings where we are discussing group data that is discussed and research based interventions are developed to address the Early Warning System areas of concern. In the area of Behavioral concerns we will use the Early Warning System and interventions through the use of the Guidance Counselor, Assistant Principal and other Behavior Leadership Team Members to make sure these are aligned with positive behavioral supports. We will regularly review our students in the Early Warning System to help re-mediate and discuss if the supports in place are successful. When these supports are not successful students will then be referred to our Problem Solving Team Process.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	1	1	3	2	4	13
One or more suspensions	1	2	0	1	2	4	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Retained	3	1	3	8	6	13	34
Referrals Q1	5	3	9	2	11	5	35
Referrals Q2	6	9	15	2	9	19	60
Referrals Q3	7	10	22	9	10	20	78
Referrals Q4	6	4	9	12	6	15	52

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	1	3	8	6	13	34

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

At Friendship Elementary we have a new program in place for parent education called, 'Academic Parent Teacher Teams.' Parents will attend three sessions throughout the year to review their child's data, set goals and learn strategies on how to help their child at home. These strategies are relevant to their child's specific needs. Through the use of parent education, parents will then be able to help support and effectively work with their child.

Teachers will receive letters in their mailbox indicating that a student has 5, 10, or 15 unexcused absences or letters for students that have 5 or more tardies- 5 tardies = 1 absence. Required Steps for Documentation of Attendance Concerns: 5 unexcused absences= Teacher contacts parent/guardian– in person or phone and documents in writing; 5 tardies= Teacher contacts parent/guardian– in person or phone and documents in writing  
10 unexcused absences; Teacher complete PST 1 and 2 on ePST= 15 unexcused absences. Submit all forms of parent communication concerning attendance to Tricia Dowdell. At that time a PST 8 meeting is scheduled for the parent to sign an attendance contract.

Students who are ESOL and have student attendance concerns will inform the ESOL teacher, Mrs. Pardo, in addition to the teacher making their own contacts with the parent/guardian. Teacher's must document that they tried to make contact with parents – If unable to make contact go to Mrs. Yelvington to mail a certified letter home. Teachers need to keep a copy of the letter as documentation. If a student is absent 3 or more consecutive days, teacher contacts parent/guardian. If a student is absent 5 or more consecutive days, teacher contacts Mrs. Dean.

Students who are ESE will follow the following procedure:

5 unexcused absences= Teacher contacts parent/guardian– in person or phone and documents in writing; 5 tardies= Teacher contacts parent/guardian– in person or phone and documents in writing;  
10 unexcused absences= Teacher informs the student's ESE case manager (Losavio or Sanidad) and they will make contact with parent/guardian also; 15 unexcused absences= Submit all forms of parent communication concerning attendance to the ESE case manager. At that time the ESE case manager will complete the paper work for an IEP attendance meeting. Mrs. Dean and Mrs. Aivazis will help to complete the proper paperwork if notified.

Finally our Parent Liaison from the district, Neville Schouburgh, will touch base with all students who fall into the area of attendance concerns and provide supports and resources to families as needed through parent education.

In regards to Referrals and Suspensions we are working closely with these students and teachers on positive replacement behaviors. Students with multiple referrals and suspensions we will complete contracts with them with positive reinforcements as they are working towards positive points.

### **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?**

Yes

#### **PIP Link**

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

#### **Description**

Increase parental involvement in PTO and SAC.

Increase parental involvement through the use of Academic Parent Teacher Teams in grades K, 1 and 2.

**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**

At Friendship Elementary we have begun the process of Academic Parent Teacher Teams to promote parent education. Parents will be invited in three times this school year to receive data specific to their child, set goals for their child and be taught specific educational strategies to use with their child depending on their academic process.

**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
Aivazis, Jessica	Assistant Principal
Martoral, Maria	Principal
Vega, Issella	Instructional Coach
Dowdell, Tricia	Instructional Coach
Adkins, Jody	Instructional Media
McCoy, Becky	Teacher, K-12
Pellegrini, Evan	Teacher, K-12
Riera, Katherine	Teacher, K-12
Shank, Robin	Teacher, K-12
Taylor, Emily	Teacher, K-12
Watson, Barbara	Teacher, K-12

**Duties**

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

**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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

#### Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at FRIENDSHIP include:

- Math Coach and Reading Coach for the purpose of comprehensive staff development
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Parent Paraprofessional and Parent Education Liaison to provide as a support to teachers, parents and community involvement
- After school Tutoring bus
- Saturday Tutoring
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success in English & Spanish.
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and

student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment's that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

#### Nutrition Programs

"FRIENDSHIP" offers a variety of nutrition programs including:

- Free Universal Breakfast
- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Personal Fitness classes

#### Housing Programs

N/A

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

"FRIENDSHIP" offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Marisel Justiniano-Ortiz	Parent
Angela Moore	Parent
Robert Ortiz	Parent
Michael Putkowski	Parent
Sulay Ramirez	Parent
Michael Ransaw	Parent
Omar Cardona	Teacher
Shelly Yelvington	Education Support Employee
Nilda Acevedo	Business/Community
Jessica Aivazis	Principal
Maria Martoral	Principal
	Student

### 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*

Our school Leadership Team met in August 2014 to evaluate the effectiveness of last years school improvement plan. To do this we used the 'Step Zero' as a framework for our discussion. After this meeting our results were shared with our Faculty & Staff on September 3, 2014 for their input and further discussion. Finally these results were then shared at our first School Advisory Council meeting on September 9, 2014. At this time the following steps were completed with our SAC Members, also they were provided with an opportunity to do the following:

1. Timeline for the School Improvement Plan was discussed.
2. The SAC was shared the SIP goal for the previous year, as well as the new goal as created by our Leadership team and improved by our faculty during a faculty meeting: We will implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve. SAC members then had an opportunity for input to this goal.
3. Next a discussion continued in regards to looking at our Data Accountability Report, as well as suggestions from members of our SAC.

#### *Development of this school improvement plan*

The SAC met to review school data. During this meeting, SAC members identified barriers and resources available at the school. SAC members discussed strategies that would be effective at Friendship Elementary. Throughout the school year our SAC will assist with the monitoring and review of our school-wide data to provide additional input on our priorities, goals and strategies.

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

Our school principal shared items in our annual budget with members of our SAC. Throughout the school year the School Advisory Council will receive updates on the school's budget, spending and progress indicators at our monthly meetings.

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



SAC funds will be utilized to assist teachers with implementing the strategies outlined in the school improvement plan. The amount projected will be based on the amount received. Last school year we began the year with \$222.47 in our account. We received notification of funds for our school improvement account on May 2, 2014 in the amount of \$4,300. On October 1, 2014 we received an allocation of \$2,187.00 for this school year. Currently we have a total balance of \$6,635.98 in our school improvement account.

Throughout the school year faculty and staff may submit request for school improvement funds for projects relevant to support of our school improvement goals. Each request will then be evaluated by the School Advisory Council and voted upon for approval.

**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
Martoral, Maria	Principal
Aivazis, Jessica	Assistant Principal
Dowdell, Tricia	Instructional Coach
Vega, Issella	Instructional Coach
Shank, Robin	Teacher, K-12
Adkins, Jody	Instructional Media
McCoy, Becky	Teacher, K-12
Pellegrini, Evan	Teacher, K-12
Riera, Katherine	Teacher, K-12
Taylor, Emily	Teacher, K-12
Watson, Barbara	Teacher, K-12
Fernandez-Pardo, Valerie	Teacher, K-12
Petrunic, Kim	Teacher, K-12

**Duties**

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

The major initiative of the LLT will be the implementation of research based best practices to accelerate ELL & ESE students in meeting AMO (Annual Measurable Objectives) targets. The second major initiative will be the use of high yield strategies to assist with the implementation of the Florida State Standards..

**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**

Friendship Elementary provides through our faculty and grade chair meetings times for input from teachers in regards to the school based decision making process. Teachers are also provided with a one hour Professional Learning Community time once a week to work collaboratively as a grade level and also with district personnel to focus on student data. Also the faculty members at Friendship are provided with times for Data Articulation and Data Chats to ensure that all voices are heard and students are progressing in all academic areas several times throughout the year.

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

New Teacher Meetings (Bobcat Cubs); Person Responsible- Principal, Assistant Principal, and Coaches  
Leadership Opportunities; Person Responsible- Administration and Coaches  
Professional Development/Book Studies; Person Responsible- Administration and Coaches  
Professional Learning Communities; Person Responsible- Administration and Coaches  
Student Showcase/Acknowledgement (Positive Referrals, Bobcat Bucks, Safety Patrol, Honor Roll);  
Person Responsible- Administration, Coaches and Behavior Leadership Team  
Promotion of School (brochures, school website, school newsletter, Connect Ed); Person Responsible-  
Administration and Website Administrator  
Community and Business Partners; Person Responsible- Administration and Parent Liaison  
Participation in District Job Fair; Person Responsible- Administration

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

All new teachers to teaching are a part of the districts E3 training and paired with a district PAR teacher for formal mentoring and coaching support. In addition our school has the 'Bobcat Cubs' which is a mentoring group comprised of all new and second year teachers to Friendship Elementary. This group is facilitated by the Principal, Assistant Principal, Math Coach, Reading Coach, and Peer Assistance Review Teacher. This group meets bi-weekly to discuss issues that are pertinent for new teachers at the time it is needed. Friendship has a Math and Reading Coach that provide intensive modeling, professional development, coaching, and feedback to our new teachers. Friendship has a tiered system of teacher support, similar to the RTI model for students. Teachers in Level 3 receive 3 to 5 coaching visits per week. Teachers in Tier 2 receive 2 to 3 coaching visits per week. Teachers in Level 1 receive 1 coaching visit per week. After each visit, quality feedback is provided to the teachers.

New Teacher- Lindsey Gregory; Mentor- Tricia Dowdell; Mentor is an experienced 1st grade teacher and Reading Coach.

New Teacher- Sarah Enos; Mentor- Tricia Dowdell; Mentor is an experienced primary teacher and Reading Coach.

New Teacher- Mackenzie Fay; Mentor- Tricia Dowdell; Mentor is an experienced primary teacher and Reading Coach.

New Teacher- Kim Petrunic; Mentor- Tricia Dowdell; Mentor is an experienced primary teacher and Reading Coach.

New Teacher- Chequita Brown; Mentor- Issella Vega; Mentor is an experienced intermediate teacher, Educational Leadership Candidate, and Math Coach.

New Teacher- Michelle Maclin; Mentor- Issella Vega; Mentor is an experienced intermediate teacher, Educational Leadership Candidate, and Math Coach.

New Teacher- Elaina Hempe; Mentor- Issella Vega; Mentor is an experienced intermediate teacher, Educational Leadership Candidate, and Math Coach.

Second Year Teacher- Lisa Nix; Mentor- Tricia Dowdell; Mentor is an experienced primary teacher and Reading Coach.

Second Year Teacher- Hiraly Patel; Mentor- Tricia Dowdell; Mentor is an experienced primary teacher



and Reading Coach.

Second Year Teacher- Jennifer May; Mentor- Issella Vega; Mentor is an experienced intermediate teacher, Educational Leadership Candidate, and Math Coach.

Second Year Teacher- Geraldine Sanidad; Mentor- Jessica Aivazis; Mentor is an experienced intermediate teacher and Assistant Principal.

## 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 teachers at Friendship Elementary receive training on the Volusia County Curriculum Maps, which align to the Florida standards, as well as training on resources and assessments. Time is used during Faculty Meetings, Grade Chair Meetings and Professional Learning Communities to ensure that teachers are teaching the state approved standards. This is and will be evidenced through Professional Learning Communities, Coaching Cycles, Walk-Throughs, Scheduled Observations, and Unscheduled Observations during the 2014-2015 school year.

#### 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***

At the end of the previous school year we take time to look at our Master Schedule and look at ways the schedule was effective and efficient to meet the needs of our school. At this time we collaborate across the grade levels, with the Math and Reading Coach, ESOL and ESE teachers to create a schedule to meet the needs of the various and diverse needs of the students on our campus. Then we look at our student data in Kindergarten through Fourth Grade to group our students in their new classes, making sure to spread the students out based on behavioral and academic needs. At the beginning of the school year the teachers are provided from our Problem Solving Team chair a list of all students who are currently going through the PST process for academics, behavior or both and where they are at in the process. Our ESE teachers take the time to collaborate with the classroom teachers, giving them copies of IEP's, accommodations and modifications for each student that they service. Our ESOL teacher also provides strategies to the classroom teachers and helps to identify students in the ESOL program.

Once the school year begins teachers are provided staff development in areas such as Differentiated Instruction, the Gradual Release Model, Kagan Structures, iReady and other programs to assist with providing the students with differentiated instruction at their level.

***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:** Extended School Day

**Minutes added to school year:** 10,800

Plus One Hour of Instruction

**Strategy Rationale**

Friendship Elementary is a Plus One school due to our high poverty status in Volusia County ranking us as the 6th highest need school in the District.

**Strategy Purpose(s)**

- Enrichment

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

Martoral, Maria, mmartora@volusia.k12.fl.us

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

We use the following assessments to analyze the effectiveness of our extra hour of instruction: FAIR data(if available), District Interim's, FCAT 2.0 in Science and the Florida State Assessment in the areas of Reading, Writing and Math.

**Strategy:** After School Program

**Minutes added to school year:** 600

National Elementary Honor Society

**Strategy Rationale**

Enrichment opportunities for students in Grades 4 and 5 through Community Involvement Projects

**Strategy Purpose(s)**

- Enrichment

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

Vega, Issella, ivega@volusia.k12.fl.us

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

Pre and Post Test to analyze students knowledge of community involvement.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

Bobcat Tutoring

**Strategy Rationale**

To increase student achievement in the areas of Reading, Writing, Math and Science to students in grades 3, 4 and 5.

**Strategy Purpose(s)**

""

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

Vega, Issella, ivega@volusia.k12.fl.us

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

We use the following assessments to analyze the effectiveness of our extra hour of instruction: FAIR data(if available), District Interim's, FCAT 2.0 in Science and the Florida State Assessment in the areas of Reading, Writing and Math.

**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**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**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**

N/A

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

N/A

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

N/A

**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**

N/A

## 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.** We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

## 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.** We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve. 1a

G046271

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	63.0
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Lowest 25% Gains	84.0
FSA - English Language Arts - Proficiency Rate	33.0
FSA - Mathematics - Proficiency Rate	40.0
Math Gains	35.0
Math Lowest 25% Gains	27.0

**Resources Available to Support the Goal** 2

- Thinking Maps
- Curriculum Maps
- iPads in all Grade Levels K-5, ESE, ESOL and Special Area
- Waterford for primary grades
- Science Lab
- District Writing Coach
- Math Coach
- Reading Coach
- Kagan trained teachers
- Math Acaletics in grades 2, 3, 4 & 5
- Brainpop
- I-Ready for grades 2, 3, 4 & 5 in Reading & Math
- Academic Parent Teacher Teams- Grades K, 1 & 2
- Lakeshore Math Kits K-5
- Interactive Student Notebooks
- iPods in Grades K-5
- Online Resources: Khan Academy; Manga High; LearnZillion; Tween Tribune; Typing Program
- Thinking Maps

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental involvement
- Need for more Professional Development in engagement, instructional technology and differentiated instruction in core content areas

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

District Interims, classroom formative assessments, PLC minutes, Leadership Meeting minutes, iReady

**Person Responsible**

Maria Martoral

**Schedule**

On 6/3/2015

**Evidence of Completion**

Scores on assessments, Data Wall, Data Chats, Data Analysis

## 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.** We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve. **1**

 G046271

**G1.B1** Lack of parental involvement **2**

 B114600

**G1.B1.S1** Academic Parent Teacher Teams (APTT) **4**

 S133691

#### Strategy Rationale

To improve the amount of parental involvement at Friendship Elementary.

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

Select teachers/grade levels that will implement APTT; Designate an APTT School Champion to co-lead implementation; Designate a data collection lead person

#### Person Responsible

Tricia Dowdell

#### Schedule

On 3/7/2014

#### Evidence of Completion

APTT Action Plan



**Action Step 2** 5

Introduce the APTT model to school staff (Build awareness and readiness)

**Person Responsible**

Tricia Dowdell

**Schedule**

On 3/10/2014

***Evidence of Completion***

Agenda, Sign In Sheet, Exit Slips

**Action Step 3** 5

Core group of teachers and staff were chosen to attend 7 Academic Parent Teacher Team training's in Orlando.

**Person Responsible**

Maria Martoral

**Schedule**

Monthly, from 7/1/2014 to 6/5/2015

***Evidence of Completion***

Agendas, Sign in sheets

**Action Step 4** 5

Core group of teachers planned the APTT training to provide to teachers in Grades K, 1 and 2.

**Person Responsible**

Tricia Dowdell

**Schedule**

On 8/11/2014

***Evidence of Completion***

Power Point and Agenda was created to use to train teachers in Grades K, 1 and 2

**Action Step 5** 5

Train team members in Grades K, 1 and 2 on Academic Parent Teacher Teams (APTT)

**Person Responsible**

Tricia Dowdell

**Schedule**

***Evidence of Completion***

**Action Step 6** 5

Parent Education Nights to look at student data, set goals and learn differentiated strategies specific to their child.

**Person Responsible**

Tricia Dowdell

**Schedule**

Quarterly, from 9/16/2014 to 6/3/2015

***Evidence of Completion***

Sign in sheets, data sheets, goal sheets

**Action Step 7** 5

Parent Education Conferences to make up sessions for parents who did not attend the education night.

**Person Responsible**

Tricia Dowdell

**Schedule**

Quarterly, from 10/1/2014 to 6/3/2015

***Evidence of Completion***

Parent Invitation Return Signature, Conference Notes

### Action Step 8 5

Grade level teacher planning with support

**Person Responsible**

Tricia Dowdell

**Schedule**

Biweekly, from 8/12/2014 to 5/29/2015

**Evidence of Completion**

Agendas, Planning Sheets, Sign In, PLC Notes

### Action Step 9 5

Debriefing sessions

**Person Responsible**

Maria Martoral

**Schedule**

Quarterly, from 9/16/2014 to 5/29/2015

**Evidence of Completion**

Agenda, Minute Notes

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

Student data will be collected throughout the year at benchmark periods to share with parents at the parent education nights.

**Person Responsible**

Tricia Dowdell

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Student data will be collected by the teachers and provided as evidence of program implementation

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

Monitor parent attendance to the Academic Parent Teacher Nights

**Person Responsible**

Tricia Dowdell

**Schedule**

Quarterly, from 9/16/2014 to 6/3/2015

**Evidence of Completion**

Parent Sign In sheets for Academic Parent Teacher Team nights

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

After each event we will look at the student data and percentage of families attending the event.

**Person Responsible**

Tricia Dowdell


**Schedule**

Quarterly, from 9/16/2014 to 6/3/2015


**Evidence of Completion**

Student data points on APTT assessments, Percentage of Parents who participated.

**G1.B7** Need for more Professional Development in engagement, instructional technology and differentiated instruction in core content areas **2**

 B114606

**G1.B7.S1** Professional Development **4**

 S126126

**Strategy Rationale**

To increase student engagement, teacher knowledge and expertise in a variety of best practices.

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

Kagan Training for all teachers new to Friendship

**Person Responsible**

Issella Vega

**Schedule**

On 9/5/2014

***Evidence of Completion***

Agendas, Sign In Sheets

**Action Step 2** **5**

Model Kagan Structures during Faculty Meetings and Professional Development Days

**Person Responsible**

Maria Martoral

**Schedule**

Biweekly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas, Sign In Sheets, Power Points

**Action Step 3** 5

Math Acaletics

**Person Responsible**

Issella Vega

**Schedule**

On 9/12/2014

***Evidence of Completion***

Agenda, Sign In Sheets

**Action Step 4** 5

AIMS Training

**Person Responsible**

Issella Vega

**Schedule**

On 10/6/2014

***Evidence of Completion***

Agendas, PLC Notes, Sign In sheets

**Action Step 5** 5

Response to Literature Training

**Person Responsible**

Tricia Dowdell

**Schedule**

On 10/24/2014

***Evidence of Completion***

Agenda, Sign In Sheets

**Action Step 6** 5

i-Ready Training on Data & Reports

**Person Responsible**

Tricia Dowdell

**Schedule**

On 10/1/2014

**Evidence of Completion**

Agenda, Sign In, PD Points Sheet

**Action Step 7** 5

Bob Cat Cubs Training for New & Second Year Teachers to Friendship

**Person Responsible**

Jessica Aivazis

**Schedule**

Biweekly, from 8/4/2014 to 6/3/2015

**Evidence of Completion**

Agendas, Sign In Sheets

**Action Step 8** 5

Olweus Anti-Bullying Program

**Person Responsible**

Jessica Aivazis

**Schedule**

On 6/5/2015

**Evidence of Completion**

Agendas, Sign In Sheets

**Action Step 9** 5

Waterford Training for Teachers in Grades K, 1 and 2

**Person Responsible**

Tricia Dowdell

**Schedule**

On 10/2/2014

***Evidence of Completion***

Agends, Sign In Sheets

**Action Step 10** 5

Thinking Maps

**Person Responsible**

Maria Martoral

**Schedule**

On 9/29/2014

***Evidence of Completion***

Agendas, Sign In Sheets

**Action Step 11** 5

Interactive Notebooks

**Person Responsible**

Issella Vega

**Schedule**

On 12/3/2014

***Evidence of Completion***

Agendas, Sign In Sheets, Professional Development Points, Exit Slips



**Action Step 12** 5

Designing Engaging and Differentiated Lessons Within a Gradual Release Framework

**Person Responsible**

Maria Martoral

**Schedule**

Every 2 Months, from 9/3/2014 to 3/4/2015

***Evidence of Completion***

Agendas, Sign In Sheets, Professional Development Points, Exit Slips

**Action Step 13** 5

School Improvement

**Person Responsible**

Jessica Aivazis

**Schedule**

Biweekly, from 9/3/2014 to 9/15/2014

***Evidence of Completion***

Agendas, Sign In Sheets, Professional Development Points, Exit Slips

**Action Step 14** 5

Destiny, e-books & Culture Grams

**Person Responsible**

Jody Adkins

**Schedule**

Quarterly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas, Sign In Sheets, Exit Slips

**Action Step 15** 5

Eduphoria

**Person Responsible**

Issella Vega

**Schedule**

Quarterly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Agendas, Sign In sheets

**Action Step 16** 5

SIPPs

**Person Responsible**

Tricia Dowdell

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Agendas, PLC Minutes, Sign In Sheets, Coaching Logs

**Action Step 17** 5

Math Curriculum Map, Resources and VMT Training

**Person Responsible**

Issella Vega

**Schedule**

On 10/9/2014

***Evidence of Completion***

Agendas, PLC Minutes, Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Walk-Throughs and Observations

**Person Responsible**

Maria Martoral

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Walk-Throughs and Observations

**Person Responsible**

Jessica Aivazis

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Walk-Throughs and Observations

**Person Responsible**

Tricia Dowdell

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

Walk-Throughs and Observations

**Person Responsible**

Issella Vega

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

The faculty and staff are implementing the strategies they learned through the school provided professional development.

**Person Responsible**

Maria Martoral

**Schedule**

Weekly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Walk-throughs, observations, coaching feedback

**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
G1.B7.S1.A1	Kagan Training for all teachers new to Friendship	Vega, Issella	9/5/2014	Agendas, Sign In Sheets	9/5/2014 one-time
G1.B1.S1.A1	Select teachers/grade levels that will implement APTT; Designate an APTT School Champion to co-lead implementation; Designate a data collection lead person	Dowdell, Tricia	3/7/2014	APTT Action Plan	3/7/2014 one-time
G1.B7.S1.A2	Model Kagan Structures during Faculty Meetings and Professional Development Days	Martoral, Maria	8/12/2014	Agendas, Sign In Sheets, Power Points	6/5/2015 biweekly
G1.B1.S1.A2	Introduce the APTT model to school staff (Build awareness and readiness)	Dowdell, Tricia	3/10/2014	Agenda, Sign In Sheet, Exit Slips	3/10/2014 one-time
G1.B1.S1.A3	Core group of teachers and staff were chosen to attend 7 Academic Parent Teacher Team training's in Orlando.	Martoral, Maria	7/1/2014	Agendas, Sign in sheets	6/5/2015 monthly

**Volusia - 6851 - Friendship Elementary School - 2014-15 SIP**  
*Friendship Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S1.A3	Math Acaletics	Vega, Issella	9/12/2014	Agenda, Sign In Sheets	9/12/2014 one-time
G1.B1.S1.A4	Core group of teachers planned the APTT training to provide to teachers in Grades K, 1 and 2.	Dowdell, Tricia	8/11/2014	Power Point and Agenda was created to use to train teachers in Grades K, 1 and 2	8/11/2014 one-time
G1.B7.S1.A4	AIMS Training	Vega, Issella	9/8/2014	Agendas, PLC Notes, Sign In sheets	10/6/2014 one-time
G1.B1.S1.A5	Train team members in Grades K, 1 and 2 on Academic Parent Teacher Teams (APTT)	Dowdell, Tricia		one-time	
G1.B7.S1.A5	Response to Literature Training	Dowdell, Tricia	10/17/2014	Agenda, Sign In Sheets	10/24/2014 one-time
G1.B1.S1.A6	Parent Education Nights to look at student data, set goals and learn differentiated strategies specific to their child.	Dowdell, Tricia	9/16/2014	Sign in sheets, data sheets, goal sheets	6/3/2015 quarterly
G1.B7.S1.A6	i-Ready Training on Data & Reports	Dowdell, Tricia	10/1/2014	Agenda, Sign In, PD Points Sheet	10/1/2014 one-time
G1.B1.S1.A7	Parent Education Conferences to make up sessions for parents who did not attend the education night.	Dowdell, Tricia	10/1/2014	Parent Invitation Return Signature, Conference Notes	6/3/2015 quarterly
G1.B7.S1.A7	Bob Cat Cubs Training for New & Second Year Teachers to Friendship	Aivazis, Jessica	8/4/2014	Agendas, Sign In Sheets	6/3/2015 biweekly
G1.B7.S1.A8	Olweus Anti-Bullying Program	Aivazis, Jessica	8/7/2014	Agendas, Sign In Sheets	6/5/2015 one-time
G1.B1.S1.A8	Grade level teacher planning with support	Dowdell, Tricia	8/12/2014	Agendas, Planning Sheets, Sign In, PLC Notes	5/29/2015 biweekly
G1.B7.S1.A9	Waterford Training for Teachers in Grades K, 1 and 2	Dowdell, Tricia	9/30/2014	Agends, Sign In Sheets	10/2/2014 one-time
G1.B1.S1.A9	Debriefing sessions	Martoral, Maria	9/16/2014	Agenda, Minute Notes	5/29/2015 quarterly
G1.B7.S1.A10	Thinking Maps	Martoral, Maria	9/29/2014	Agendas, Sign In Sheets	9/29/2014 one-time
G1.B7.S1.A11	Interactive Notebooks	Vega, Issella	12/3/2014	Agendas, Sign In Sheets, Professional Development Points, Exit Slips	12/3/2014 one-time
G1.B7.S1.A12	Designing Engaging and Differentiated Lessons Within a Gradual Release Framework	Martoral, Maria	9/3/2014	Agendas, Sign In Sheets, Professional Development Points, Exit Slips	3/4/2015 every-2-months
G1.B7.S1.A13	School Improvement	Aivazis, Jessica	9/3/2014	Agendas, Sign In Sheets, Professional Development Points, Exit Slips	9/15/2014 biweekly
G1.B7.S1.A14	Destiny, e-books & Culture Grams	Adkins, Jody	8/12/2014	Agendas, Sign In Sheets, Exit Slips	6/5/2015 quarterly
G1.B7.S1.A15	Eduphoria	Vega, Issella	8/12/2014	Agendas, Sign In sheets	6/5/2015 quarterly
G1.B7.S1.A16	SIPPs	Dowdell, Tricia	8/18/2014	Agendas, PLC Minutes, Sign In Sheets, Coaching Logs	6/5/2015 quarterly
G1.B7.S1.A17	Math Curriculum Map, Resources and VMT Training	Vega, Issella	10/7/2014	Agendas, PLC Minutes, Sign In Sheets	10/9/2014 one-time
G1.MA1	District Interims, classroom formative assessments, PLC minutes, Leadership Meeting minutes, iReady	Martoral, Maria	8/18/2014	Scores on assessments, Data Wall, Data Chats, Data Analysis	6/3/2015 one-time
G1.B7.S1.MA1	The faculty and staff are implementing the strategies they learned through the school provided professional development.	Martoral, Maria	9/2/2014	Walk-throughs, observations, coaching feedback	6/3/2015 weekly
G1.B7.S1.MA1	Walk-Throughs and Observations	Martoral, Maria	8/18/2014	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures,	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				ISN's, Thinking Maps, iReady, iPads, etc.)	
G1.B7.S1.MA3	Walk-Throughs and Observations	Aivazis, Jessica	8/18/2014	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)	6/3/2015 weekly
G1.B7.S1.MA4	Walk-Throughs and Observations	Dowdell, Tricia	8/18/2014	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)	6/3/2015 weekly
G1.B7.S1.MA5	Walk-Throughs and Observations	Vega, Issella	8/18/2014		6/3/2015 weekly
G1.B1.S1.MA1	After each event we will look at the student data and percentage of families attending the event.	Dowdell, Tricia	9/16/2014	Student data points on APTT assessments, Percentage of Parents who participated.	6/3/2015 quarterly
G1.B1.S1.MA1	Student data will be collected throughout the year at benchmark periods to share with parents at the parent education nights.	Dowdell, Tricia	8/18/2014	Student data will be collected by the teachers and provided as evidence of program implementation	6/3/2015 monthly
G1.B1.S1.MA3	Monitor parent attendance to the Academic Parent Teacher Nights	Dowdell, Tricia	9/16/2014	Parent Sign In sheets for Academic Parent Teacher Team nights	6/3/2015 quarterly

## 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.** We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

### **G1.B1** Lack of parental involvement

#### **G1.B1.S1** Academic Parent Teacher Teams (APTT)

##### **PD Opportunity 1**

Core group of teachers and staff were chosen to attend 7 Academic Parent Teacher Team training's in Orlando.

##### **Facilitator**

West Ed

##### **Participants**

Tricia Dowdell, Lisette Carrera, Robin Shank, Nancy Rodriguez, Maria Martoral, Neville Schouburgh, Grace Thompson, Gail Waldon, Mary Diez

##### **Schedule**

Monthly, from 7/1/2014 to 6/5/2015

**G1.B7** Need for more Professional Development in engagement, instructional technology and differentiated instruction in core content areas

### **G1.B7.S1** Professional Development

##### **PD Opportunity 1**

Kagan Training for all teachers new to Friendship

##### **Facilitator**

Rick Duvall

##### **Participants**

New teachers to Friendship

##### **Schedule**

On 9/5/2014

**PD Opportunity 2**

Response to Literature Training

**Facilitator**

Robin Alday

**Participants**

Teachers in Grades 3, 4 & 5

**Schedule**

On 10/24/2014

**PD Opportunity 3**

i-Ready Training on Data & Reports

**Facilitator**

Mary Diez

**Participants**

All Instructional Staff

**Schedule**

On 10/1/2014

**PD Opportunity 4**

Interactive Notebooks

**Facilitator**

Michelle Miles

**Participants**

New teachers to Friendship

**Schedule**

On 12/3/2014



**PD Opportunity 5**

Math Curriculum Map, Resources and VMT Training

**Facilitator**

Shelly Osterman

**Participants**

Teachers in Grades K-5

**Schedule**

On 10/9/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.	198,445
<b>Grand Total</b>	<b>198,445</b>

### Goal 1: We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

Description	Source	Total
<b>B1.S1.A1</b> - Reading Coach	Title I Part A	65,727
<b>B1.S1.A1</b> - Math Coach	Title I Part A	66,599
<b>B1.S1.A1</b> - .5 Reading Intervention	Title I Part A	29,732
<b>B1.S1.A1</b> - Parent Liaison	Title I Part A	14,801
<b>B1.S1.A4</b> - Planning for APTT Training for Teachers	Title I Part A	575
<b>B1.S1.A4</b> - Materials for Parents & Teachers	Other	293
<b>B1.S1.A7</b> - Substitutes for Teacher Conferences to make APTT Meetings with Parents	Title I Part A	1,300
<b>B7.S1.A1</b> - Fees for the Trainer, Materials and Substitutes	Title I Part A	2,100
<b>B7.S1.A3</b> - Substitutes	Title I Part A	350
<b>B7.S1.A3</b> - Math Acaletics Materials	Title I Part A	15,000
<b>B7.S1.A4</b>	Title I Part A	168
<b>B7.S1.A5</b> - Write from the Beginning...and Beyond Response to Literature K-8	Title I Part A	700
<b>B7.S1.A5</b> - Substitutes for Training	Title I Part A	1,100
<b>B7.S1.A10</b>	Title I Part A	0
<b>Total Goal 1</b>		<b>198,445</b>