Friendship Elementary School

2016-17 Schoolwide Improvement Plan

Friendship Elementary School

2746 FULFORD ST, Deltona, FL 32738

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Friendship Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Friendship will instill integrity and lifelong learning, enabling our students to become positive contributors to our society.

b. Provide the school's vision statement.

Ensure a strong emphasis on focused instruction; challenging students to achieve academic excellence.

2. School Environment

a. 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. Each month the teachers will be celebrating the different cultures through the use of Curriculum Modules. Through these they will educate students on different cultural contributions.

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

At Friendship Elementary we are using the OLWEUS Bullying Prevention Program school-wide during the 2016-2017 School Year. The program was reviewed with students during the discipline assemblies in early September. Mrs. Dean will be completing lessons with the students to have class discussions. The goal of the program is to teach students skills on how to problem solve and work collectively to 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. The guidance teacher has time built into her schedule to work with small groups in each grade level at least once per a week.

c. 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 weeks of school students have class and grade level discussions as to what the procedures and expectations of our students at Friendship Elementary are. We are focusing on a positive environment where students are can earn a 'Random Act of Kindness' card from any staff member on our campus. Teachers and administration will also be making positive phone calls home to promote positive behavior on our campus.

d. 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. We also will have a school based mentoring program to provide support to students as needed.

3. 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).

a. 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. We will utilize these areas to address them school-wide. We will have discussions in Leadership Meetings, at Principal Planning Meetings, PLC's, and Faculty Meetings where group data is disaggregated and research based interventions are implemented to address the EWS Concerns.

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	3	2	1	5	6	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained	4	0	1	3	3	0	0	0	0	0	0	0	0	11
Referrals	16	59	34	30	34	26	0	0	0	0	0	0	0	199

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	2	2	0	0	0	0	0	0	0	0	7

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

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 Rebecca McCoy. 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. Selock 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 (Asby and Moll) 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/319361.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

C. 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).

1. School Leadership Team

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

Name	Title
Aivazis, Jessica	Assistant Principal
Fernandez-Pardo, Valerie	Teacher, K-12
McCoy, Becky	Teacher, ESE
Taylor, Emily	Instructional Coach
Dowdell, Kyle	Teacher, K-12
Raimundo, Cristina	Principal

b. Duties

1. 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.

2. 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 RtI 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:
• Academic Coach for the purpose of comprehensive staff development
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Before school tutoring in Math through the computer lab on iXL
• After school Bobcat tutoring in Reading in Grades 3-5
• Saturday Tutoring
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FSA 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 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
• OLWEUS Bullying Prevention Program

Nutrition Programs
"FRIENDSHIP" offers a variety of nutrition programs including:
• Free Universal Breakfast
• Free and Reduced Meal Plan
• Free Universal Dinner
• 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cristina Raimundo	Principal
Michael Putkowski	Parent
Omar Cardona	Teacher
Jessica Aivazis	Principal
Tammy Fagg	Parent
Pastor William Bradley	Business/Community
Lisbeth Aviles	Parent
Gabriela Isaac	Parent
David Alvarez	Parent
Lisa Velez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Our school Leadership Team went to a district provided training in June 2016 to evaluate the effectiveness of last years school improvement plan. To do this we were provided with data in the following areas: Early Warning Systems, District VLT Data, District VMT Data, District Science Data, FSA Data in ELA & Math, FCAT 2.0 Science Data and Quarterly Discipline Data.

b. Development of this school improvement plan

The SAC committee helps to review school data and develop the School Improvement Plan through meetings that we identify barriers and resources available at the school. SAC members will discuss 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.

c. 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.

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

SAC funds were used to assist teachers with implementing the strategies outlined in the school improvement plan. We started the year out with $2,737.78. Funds were allocated for the following items:
- Document Cameras: $1242
- Socratic Seminar: $215
- Media Center Book Purchase: $296.27
- Teacher's Pay Teachers Curriculum: $540.04
- Childcare for SAC Meetings: $127.60

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Aivazis, Jessica	Assistant Principal
Fernandez-Pardo, Valerie	Teacher, K-12
Taylor, Emily	Instructional Coach
Raimundo, Cristina	Principal
McCoy, Becky	
Pellegrini, Evan	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT will be the implementation of the SHIFTS in ELA. The LLT will also work through a multi-tiered system of support in order to focus on students who are in the lowest quartile, as well as build enrichment activities for our students performing at the highest level. This will be accomplished through the use of Before School, After School and Saturday Tutoring.

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

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

Friendship Elementary provides through our faculty meeting 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 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 to ensure that all voices are heard and students are progressing in all academic areas several times throughout the year.

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

New Teacher Meetings (New Teacher Support Team): Person Responsible- Principal, Assistant Principal, and Academic Coach
Leadership Opportunities: Person Responsible- Administration and Academic Coach
Professional Development/Book Studies: Person Responsible- Administration and Academic Coach
Professional Learning Communities; Person Responsible- Administration and Coaches
Student Showcase/Acknowledgement (Random Acts of Kindness, Safety Patrol, Honor Roll); Person Responsible- Administration, Academic Coach 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

3. 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 New Teacher Support Team' which is a mentoring group comprised of all new teachers to Friendship Elementary. This group is facilitated by the Assistant Principal and Academic Coach. This group meets at least once a month to discuss issues that are pertinent for new teachers at the time it is needed. Furthermore new teachers will meet once a month with our Principal to discuss their progress, accomplishments and concerns.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, Early Release Professional Learning 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, Learning Walks, Scheduled Observations, and Unscheduled Observations during the 2016-2017 school year.

b. Instructional Strategies

1. 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 took 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 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 looked 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 out 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, Smart Start, Success Maker, Waterford, Write Score and other programs to assist with providing the students with differentiated instruction at their level.

2. 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: 3,320

Students will be working on the iXL Math program.

Strategy Rationale

This is to support further math instruction, as well as foundational skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Raimundo, Cristina, craimund@volusia.k12.fl.us

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

We will be able to generate iXL Math reports to see how to drive the students instruction. We will also analyze District and State Assessment Data.

Strategy: Extended School Day

Minutes added to school year: 1,800

STAR Tutoring in ELA or Math

Strategy Rationale

Students in grades 3, 4 and 5 who scored a level 1 based on VLT's and VMT's from the 2015-2016 school year will be part of the blended learning program using the iReady computer based program.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Fernandez-Pardo, Valerie, vfernan1@volusia.k12.fl.us

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

Data will be collected monthly on the standards based assessment on iReady and reviewed by the facilitator, administration and district liaison.

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)
""

Person(s) responsible for monitoring implementation of the strategy
Aivazis, Jessica , jaaivazi@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: After School Program

Minutes added to school year: 1,680

Bobcat Tutoring

Strategy Rationale

To increase student achievement in the areas of Reading, Writing, Math and Science of students in grades 2, 3, 4 and 5.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Taylor, Emily, etaylor2@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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   If Friendship Elementary implements standards based rigorous instruction focused on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Friendship Elementary implements standards based rigorous instruction focused on the instructional shifts, then student achievement will increase. 1a

🔍 G083415

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	62.0
ELA/Reading Gains District Assessment	56.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	75.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	68.0
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on the instructional shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- ESOL Staff, Trainings & Support
- ESE Staff, Trainings & Support
- Academic Coach
- Content Specialists/ District Liasion
- Curriculum Maps
- Common Core Standards/ Shifts
- Learning Walks
- PLC's for Collaboration Strategies
- Technology Programs

Plan to Monitor Progress Toward G1. 8

SLT Monthly Meetings

Person Responsible
Cristina Raimundo

Schedule
Monthly, from 7/4/2016 to 5/26/2017

Evidence of Completion
SLT Meeting Agenda, Minutes and Sign-In Sheets

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meetings

Person Responsible
Cristina Raimundo

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
SIP Progress Monitoring Meeting Agenda, Power Point, Minutes and Sign-In Sheets

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Cristina Raimundo

Schedule
On 1/31/2017

Evidence of Completion
Midyear Review in CIMS

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. If Friendship Elementary implements standards based rigorous instruction focused on the instructional shifts, then student achievement will increase. [1]

🔑 G083415

G1.B1 Lack of knowledge on the instructional shifts [2]

🔑 B221168

G1.B1.S1 Developing the knowledge and skills across the content areas for implementation of the Instructional Shifts. [4]

🔑 S233443

Strategy Rationale

Increase deeper understanding of what the shifts entail

Action Step 1 [5]

Form an Instructional Shifts Team of Teachers from all grade levels, ESE & ESOL

Person Responsible

Cristina Raimundo

Schedule

On 8/8/2016

Evidence of Completion

Email acceptance by the IST members

Action Step 2 [5]

IST trained on Instructional Shifts to support Faculty & Staff

Person Responsible

Cristina Raimundo

Schedule

On 8/2/2016

Evidence of Completion

Attendance at the Instructional Shifts Initial Training

Action Step 3 `5`

IST & SLT will meet to review Professional Leaning plans for the Faculty & Staff presentation

Person Responsible

Cristina Raimundo

Schedule

On 5/26/2017

Evidence of Completion

Agendas, Minutes, Sign-In Sheets

Action Step 4 `5`

Admin will provide Faculty & Staff with an overview of the Instructional Shifts/ Needs Assessment Survey

Person Responsible

Cristina Raimundo

Schedule

On 8/9/2016

Evidence of Completion

Agendas, Minutes, Sign-In Sheets

Action Step 5 `5`

IST and/or SLT will provide on-going PD related to modeling of instructional shifts and monitoring tools.

Person Responsible

Cristina Raimundo

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Agendas, Minutes, Sign-In Sheets; Presentation Resources

Action Step 6 5

Administration/District to train faculty & Staff on Learning Walks/Monitoring Tools

Person Responsible

Cristina Raimundo

Schedule

On 8/30/2016

Evidence of Completion

Agendas, Minutes, Sign-In Sheets; Presentation Resources

Action Step 7 5

Conducting Learning Walks for implementation of the instructional shifts

Person Responsible

Cristina Raimundo

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Monitoring Tools and Feedback Logs

Action Step 8 5

Monitor & provide feedback & coaching as needed for Early Release Professional Learning

Person Responsible

Cristina Raimundo

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Monitoring Tools and Feedback Logs

Action Step 9 5

Vertical & Horizontal Articulation Time

Person Responsible

Cristina Raimundo

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Agenda, Minutes, Sign-In Sheets, Logs

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

Contact members of the IST

Person Responsible

Cristina Raimundo

Schedule

On 7/5/2016

Evidence of Completion

E-Mail Invite

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

IS Team will attend Professional Development 2 Day Workshop

Person Responsible

Cristina Raimundo

Schedule

On 8/2/2016

Evidence of Completion

Sign In Sheet, Agenda, In-service Points

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

IST & SLT will meet to finalize presentation

Person Responsible

Cristina Raimundo

Schedule

On 8/8/2016

Evidence of Completion

Sign In Sheet, Agenda, Power Point

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

Track Survey Report to determine Survey Completion and Analyze Data

Person Responsible

Cristina Raimundo

Schedule

On 8/10/2016

Evidence of Completion

Survey Report

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

Support will be provided to follow up and support implementation of the Instructional Shifts

Person Responsible

Cristina Raimundo

Schedule

On 5/26/2017

Evidence of Completion

Monitoring Tools & Feedback Logs

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

Conduct Learning Walks

Person Responsible

Cristina Raimundo

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Monitoring Tools & Feedback Logs

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

Discuss the effectiveness of the Professional Learning Activities and analyze data collected during monthly SLT meetings.

Person Responsible

Cristina Raimundo

Schedule

Weekly, from 8/3/2015 to 5/26/2017

Evidence of Completion

Monthly Learning Walks, Feedback Logs, SLT Minutes, VXT Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M303577	Contact members of the IST	Raimundo, Cristina	7/5/2016	E-Mail Invite	7/5/2016 one-time
G1.B1.S1.MA3 M303578	IS Team will attend Professional Development 2 Day Workshop	Raimundo, Cristina	8/1/2016	Sign In Sheet, Agenda, In-service Points	8/2/2016 one-time
G1.B1.S1.A2 A299251	IST trained on Instructional Shifts to support Faculty & Staff	Raimundo, Cristina	8/1/2016	Attendance at the Instructional Shifts Initial Training	8/2/2016 one-time
G1.B1.S1.MA4 M303579	IST & SLT will meet to finalize presentation	Raimundo, Cristina	8/8/2016	Sign In Sheet, Agenda, Power Point	8/8/2016 one-time
G1.B1.S1.A1 A299250	Form an Instructional Shifts Team of Teachers from all grade levels, ESE & ESOL	Raimundo, Cristina	8/1/2016	Email acceptance by the IST members	8/8/2016 one-time
G1.B1.S1.A4 A299253	Admin will provide Faculty & Staff with an overview of the Instructional Shifts/ Needs Assessment...	Raimundo, Cristina	8/9/2016	Agendas, Minutes, Sign-In Sheets	8/9/2016 one-time
G1.B1.S1.MA5 M303580	Track Survey Report to determine Survey Completion and Analyze Data	Raimundo, Cristina	8/9/2016	Survey Report	8/10/2016 one-time
G1.B1.S1.A6 A299255	Administration/District to train faculty & Staff on Learning Walks/Monitoring Tools	Raimundo, Cristina	8/22/2016	Agendas, Minutes, Sign-In Sheets; Presentation Resources	8/30/2016 one-time
G1.MA3 M303606	SIP Midyear Review	Raimundo, Cristina	1/4/2017	Midyear Review in CIMS	1/31/2017 one-time
G1.MA1 M303604	SLT Monthly Meetings	Raimundo, Cristina	7/4/2016	SLT Meeting Agenda, Minutes and Sign-In Sheets	5/26/2017 monthly
G1.MA2 M303605	SIP Progress Monitoring Meetings	Raimundo, Cristina	8/10/2016	SIP Progress Monitoring Meeting Agenda, Power Point, Minutes and Sign-In Sheets	5/26/2017 monthly
G1.B1.S1.MA1 M303576	Discuss the effectiveness of the Professional Learning Activities and analyze data collected during...	Raimundo, Cristina	8/3/2015	Monthly Learning Walks, Feedback Logs, SLT Minutes, VXT Data	5/26/2017 weekly
G1.B1.S1.MA6 M303581	Support will be provided to follow up and support implementation of the Instructional Shifts	Raimundo, Cristina	9/1/2016	Monitoring Tools & Feedback Logs	5/26/2017 one-time
G1.B1.S1.MA7 M303582	Conduct Learning Walks	Raimundo, Cristina	9/1/2016	Monitoring Tools & Feedback Logs	5/26/2017 monthly
G1.B1.S1.A3 A299252	IST & SLT will meet to review Professional Leaning plans for the Faculty & Staff presentation	Raimundo, Cristina	8/9/2016	Agendas, Minutes, Sign-In Sheets	5/26/2017 one-time
G1.B1.S1.A5 A299254	IST and/or SLT will provide on-going PD related to modeling of instructional shifts and monitoring...	Raimundo, Cristina	8/9/2016	Agendas, Minutes, Sign-In Sheets; Presentation Resources	5/26/2017 monthly
G1.B1.S1.A7 A299256	Conducting Learning Walks for implementation of the instructional shifts	Raimundo, Cristina	9/1/2016	Monitoring Tools and Feedback Logs	5/26/2017 monthly
G1.B1.S1.A8 A299257	Monitor & provide feedback & coaching as needed for Early Release Professional Learning	Raimundo, Cristina	8/22/2016	Monitoring Tools and Feedback Logs	5/26/2017 monthly
G1.B1.S1.A9 A299258	Vertical & Horizontal Articulation Time	Raimundo, Cristina	8/8/2016	Agenda, Minutes, Sign-In Sheets, Logs	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. If Friendship Elementary implements standards based rigorous instruction focused on the instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge on the instructional shifts

G1.B1.S1 Developing the knowledge and skills across the content areas for implementation of the Instructional Shifts.

PD Opportunity 1

IST and/or SLT will provide on-going PD related to modeling of instructional shifts and monitoring tools.

Facilitator

SLT and/or IST

Participants

Friendship Faculty

Schedule

Monthly, from 8/9/2016 to 5/26/2017

PD Opportunity 2

Administration/District to train faculty & Staff on Learning Walks/Monitoring Tools

Facilitator

Dr. Diez

Participants

Friendship Faculty

Schedule

On 8/30/2016

PD Opportunity 3

Vertical & Horizontal Articulation Time

Facilitator

Participants

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Form an Instructional Shifts Team of Teachers from all grade levels, ESE & ESOL	$0.00
2	G1.B1.S1.A2	IST trained on Instructional Shifts to support Faculty & Staff	$0.00
3	G1.B1.S1.A3	IST & SLT will meet to review Professional Leaning plans for the Faculty & Staff presentation	$0.00
4	G1.B1.S1.A4	Admin will provide Faculty & Staff with an overview of the Instructional Shifts/Needs Assessment Survey	$0.00
5	G1.B1.S1.A5	IST and/or SLT will provide on-going PD related to modeling of instructional shifts and monitoring tools.	$0.00
6	G1.B1.S1.A6	Administration/District to train faculty & Staff on Learning Walks/Monitoring Tools	$0.00
7	G1.B1.S1.A7	Conducting Learning Walks for implementation of the instructional shifts	$0.00
8	G1.B1.S1.A8	Monitor & provide feedback & coaching as needed for Early Release Professional Learning	$0.00
9	G1.B1.S1.A9	Vertical & Horizontal Articulation Time	$3,717.82

Function	Object	Budget Focus	Funding Source	FTE	2016-17
3240	100-Salaries	6851 - Friendship Elementary School	Title I, Part A		$3,717.82
		Notes: Notes- Time for teachers to plan and meet in Horizontal and Vertical Articulations			
				Total:	$3,717.82