



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Friendship Elementary School

2746 FULFORD ST

Deltona, FL 32738

386-789-7030

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 88%
Alternative/ESE Center No	Charter School No	Minority Rate 58%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Friendship Elementary School

Principal

Maria Martoral

School Advisory Council chair

Holly Hepburn

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Maria Martoral	Principal
Holly Hepburn	Administrative Teacher on Assignment
Issella Vega	Academic Coach
Tricia Dowdell	Reading Coach

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, SAC chairperson, secretary, treasurer, parliamentarian, and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC conducts meetings monthly. At our meetings, the committee will identify strengths and weaknesses of our school, discuss the Title I budget, safety, and minutes from the DAC meeting. SAC will have a

district representative visit to discuss district initiatives. In the Spring SAC will review the climate surveys to brainstorm needs of the school. In April/May, SAC will hold elections for the upcoming committee.

Projected use of school improvement funds, including the amount allocated to 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. Currently we have approximately \$200.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Martoral

Principal

Years as Administrator: 19

Years at Current School: 11

Credentials

BA English/ ESOL/ MS School Guidance & Counseling K-12, MS Educational Leadership

Performance Record

2012-2013-C School, FCAT (44% R/48% M)
 2011-2012-B School, FCAT (52% R/45% M; 64% R/ 45% M; 68%R/ 43%M)
 2010-2011-A School, FCAT (73% R/73% M; 63% R/ 57% M; 61% R/ 63% M), AYP 85%
 2009-2010-A School, FCAT (75%R/72% M; 60% R/63% M; 57% R/81% M), AYP 95%*
 2008-2009-B School, FCAT (74%R/65% M; 67% R/52% M; 62% R/51% M), AYP 82%*
 2007-2008–A School, FCAT (72%R/67% M; 66% R/68% M; 70% R/75% M), AYP 100%*
 2006-2007–A School, FCAT (72%R/64% M; 78% R/62% M; 75% R/65% M), AYP 79%*
 2005-2006–B School, FCAT (72%R/65% M; 57% R/66% M; 61% R), AYP 90%*
 2004-2005–B School, FCAT (74%R/66% M; 62% R/61% M; 55% R) ,AYP 90%*
 2003-2004–A School, FCAT (80%R/73% M; 80% R/79% M; 83% R), AYP 93%*
 2002-2003–A School, FCAT (71%R/61% M; 73% R/69% M; 85%R), AYP ?*
 *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Issella Vega		
Full-time / School-based	Years as Coach: 6	Years at Current School: 15
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	BA in Elementary Education; MA in Educational Leadership; ESOL endorsed	
Performance Record	2012-2013-C School, FCAT (44% R/48% M) 2011-2012-B School, FCAT (52% R/45% M; 64% R/ 45% M; 68%R/ 43%M) 2010-2011-A School, FCAT (73% R/73% M; 63% R/ 57% M; 61% R/ 63% M), AYP 85% 2009-2010-A School, FCAT (75%R/72% M; 60% R/63% M; 57% R/81% M), AYP 95%* 2008-2009-B School, FCAT (74%R/65% M; 67% R/52% M; 62% R/51% M), AYP 82%* 2007-2008–A School, FCAT (72%R/67% M; 66% R/68% M; 70% R/75% M), AYP 100%*	

Tricia Dowdell		
Full-time / School-based	Years as Coach: 1	Years at Current School: 13
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BA in Elementary Education; MA in Reading; ESOL Endorsed	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	, 0%
# ESOL endorsed	23, 70%
# reading endorsed	7, 21%

with advanced degrees

15, 45%

National Board Certified

0, 0%

first-year teachers

3, 9%

with 1-5 years of experience

4, 12%

with 6-14 years of experience

18, 55%

with 15 or more years of experience

8, 24%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New Teacher Meetings (Bobcat Cubs); Person Responsible- Administration, Administrative TOA and Coaches

Leadership Opportunities; Person Responsible- Administration and Coaches

Professional Development/Book Studies; Person Responsible- Administration, Administrative TOA, and Coaches

Professional Learning Communities; Person Responsible- Administration, Administrative TOA, and Coaches

Student Showcase/Acknowledgement (Positive Referrals, Bobcat Bucks, Safety Patrol, Honor Roll); Person Responsible- 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, Administrative TOA, and SAC Chair

Participation in District Job Fair; Person Responsible- Administration and Administrative TOA

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Bobcat Cubs is a mentoring group comprised of all new teachers to Friendship Elementary. This group is facilitated by the Principal, Administrative Teacher on Assignment, Academic Coach, Reading Coach, and Peer Assistance Review Teacher. This group meets weekly to discuss issues that are pertinent for new teachers at the time it is needed.

Friendship has an Academic Coach and a 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 1 to 2 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- Hiraly Patel; Mentor- Tricia Dowdell; Mentor is an experienced 1st grade teacher and Reading Coach.

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

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

New Teacher-Caroline Kish; Mentor- Issella Vega; Mentor is an experienced intermediate teacher, Educational Leadership Candidate, and Academic Coach.

New Teachers-Tanya Pohl and Jennifer May; Mentors- Holly Hepburn and Michele Miles; Mentors are experienced intermediate teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,350

After school tutoring program

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

We use the following assessments to analyze the effectiveness of after school tutoring: FAIR data, District Interims, FCAT 2.0.

Who is responsible for monitoring implementation of this strategy?

Academic Coach, Reading Coach, Administration, and Administrative TOA

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Maria Martoral	Principal
Holly Hepburn	Administrative TOA
Issella Vega	Academic Coach
Tricia Dowdell	Reading Coach
Jody Adkins	Media Specialist
Robin Shank	K Grade Chairperson
Evan Pelligrini	1st Grade Chairperson
Evelyn Irizarry	2nd Grade Co-Chairperson
Carol Sutton	2nd Grade Co-Chairperson
Rebecca McCoy	3rd Grade Chairperson
Lydia Webster-Rosenberg	4th Grade Chairperson
Barbara Watson	5th Grade Chairperson
Charlie Losavio	ESE Teacher Representative
Diana Dean	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team meets following the completion of each FAIR assessment and during PLC times on Tuesdays and Thursdays.

Major initiatives of the LLT

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 Common Core State Standards implementation.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	44%	No	67%
American Indian				
Asian				
Black/African American	62%	38%	No	66%
Hispanic	60%	41%	No	64%
White	71%	47%	No	74%
English language learners	45%	32%	No	51%
Students with disabilities	46%	16%	No	51%
Economically disadvantaged	58%	37%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	22%	27%
Students scoring at or above Achievement Level 4	41	22%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	66	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	18	60%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	59%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	34%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	26%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	20	31%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	48%	No	64%
American Indian				
Asian				
Black/African American	52%	38%	No	57%
Hispanic	59%	45%	No	63%
White	62%	53%	No	66%
English language learners	58%	45%	No	62%
Students with disabilities	46%	37%	No	51%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	30%	35%
Students scoring at or above Achievement Level 4	32	17%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	65	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	56%	61%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	38%	43%
Students scoring at or above Achievement Level 4	19	29%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	400	80%	85%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	26	7%	5%
Students who are not proficient in reading by third grade	39	62%	30%
Students who receive two or more behavior referrals	49	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental involvement in PTO and SAC.

Increase parental involvement in Curriculum Nights and parent meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	267	58%	65%
Parents to Kids Workshop	16	7%	10%
Family Reading Night	39	9%	30%
Family Math and Science Night	112	25%	30%
Kindergarten Orientation	14	19%	25%
Meet the Teacher	342	76%	80%

Goals Summary

- G1.** We will Implement strategies to increase student engagement. As a result of increased student engagement, our academic achievement will also improve.

Goals Detail

G1. We will Implement strategies to increase student engagement. As a result of increased student engagement, our academic achievement will also improve.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Thinking Maps
- Curriculum Maps
- Ipads
- Waterford for primary grades
- Science Lab
- District Writing Coach
- Academic Coach
- Reading Coach
- Kagan trained teachers

Targeted Barriers to Achieving the Goal

- Number of students with attendance concerns
- Lack of resources for math
- Number of students with lack of role models at home
- Need for more Professional Development in engagement, writing, and interactive notebooks
- Number of new teachers to Friendship

Plan to Monitor Progress Toward the Goal

Monitor progress of attaining goal

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule:

Weekly at Leadership Meetings

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will Implement strategies to increase student engagement. As a result of increased student engagement, our academic achievement will also improve.

G1.B4 Number of students with attendance concerns

G1.B4.S1 Staff will make phone calls to parents when children have been absent 3 days

Action Step 1

Teachers will make phone calls to parents when students have been absent 3 consecutive days

Person or Persons Responsible

Teachers

Target Dates or Schedule

After a student is absent 3 days

Evidence of Completion

Conference form

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor that phone calls are made after 3 consecutive days of absences

Person or Persons Responsible

Teacher, Administration, Attendance Clerk

Target Dates or Schedule

Weekly

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S2 A letter will be mailed after five or more unexcused days of absences

Action Step 1

A letter will be mailed to parents/guardians after a student has been absent for 10 days.

Person or Persons Responsible

Attendance Clerk

Target Dates or Schedule

After a student is absent for 10 days

Evidence of Completion

copy of letter sent home

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Monitor 10 days letter being sent home

Person or Persons Responsible

Administration, Attendance clerk, Social Worker, PST chairperson

Target Dates or Schedule

quarterly

Evidence of Completion

copy of letters being sent home

Plan to Monitor Effectiveness of G1.B4.S2

Effectiveness of 10 day letter

Person or Persons Responsible

Administration, Attendance Clerk, Social Worker, PST Chairperson, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

G1.B4.S3 The PST process will begin after 10 days of absences in a 90 day period

Action Step 1

The PST process for attendance is started after a student has been absent for 10 days in a 90 day period

Person or Persons Responsible

Teacher, PST chairperson

Target Dates or Schedule

After a students is absent for 10 days within a 90 day period

Evidence of Completion

PST documents

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Fidelity of PST process for attendance

Person or Persons Responsible

PST chairperson, Social Worker

Target Dates or Schedule

Monthly

Evidence of Completion

PST documents

Plan to Monitor Effectiveness of G1.B4.S3

Effectiveness of PST Process for Attendance

Person or Persons Responsible

PST Chairperson, Administration, Social Worker, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Records

G1.B4.S4 A letter is mailed after 15 days of absences within a 90 day period

Action Step 1

A State letter is mailed home after 15 days of absences in a 90 day period

Person or Persons Responsible

Attendance Clerk, Administration

Target Dates or Schedule

After a student is absent for 15 days within a 90 day period

Evidence of Completion

copy of letter sent home

Plan to Monitor Fidelity of Implementation of G1.B4.S4

Monitor that 15 day letters are sent home

Person or Persons Responsible

Administration, Attendance Clerk

Target Dates or Schedule

Quarterly

Evidence of Completion

copy of letter sent home

Plan to Monitor Effectiveness of G1.B4.S4

Effectiveness of 15 day state letter

Person or Persons Responsible

Administration, Attendance Clerk, PST Chairperson, Social Worker, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

G1.B5 Lack of resources for math

G1.B5.S1 Purchase the Acaletics internet based program

Action Step 1

Purchase the Acaletics program in math for grades 3, 4, 5

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Receipt from purchase

Facilitator:

Acaletics trainer and Coaches

Participants:

Grade 3, 4, 5 teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

The use of the Acaletics program follow-up coaching

Person or Persons Responsible

Administration, District ISTOA, and Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Feedback notes

Plan to Monitor Effectiveness of G1.B5.S1

Acaletics Effectiveness

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

District Interims, FCAT, classroom formative assessments

G1.B6 Number of students with lack of role models at home

G1.B6.S1 Implement a Mentoring Program for students on the Early Warning System list

Action Step 1

Community Mentoring Program

Person or Persons Responsible

Administration, Guidance Counselor, Volunteers

Target Dates or Schedule

Begin in October 2013

Evidence of Completion

List of mentors and mentees

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Mentoring Program

Person or Persons Responsible

Administration, Guidance Counselor, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G1.B6.S1

Mentoring Program effectiveness

Person or Persons Responsible

Administration, Guidance Counselor, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Number of referrals and suspensions report

G1.B7 Need for more Professional Development in engagement, writing, and interactive notebooks

G1.B7.S1 Refresh Kagan strategies during faculty meetings and PD

Action Step 1

Kagan Refresher

Person or Persons Responsible

Coaches, Administration, District ISTOA

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

Facilitator:

Coaches, Administration, District ISTOA

Participants:

All Teachers

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

Monitor Kagan Structures utilized in classrooms

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Coaches and Administration Feedback Notes

Plan to Monitor Effectiveness of G1.B7.S1

Kagan Structures

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Agendas, Coaching feedback, Walk-throughs

G1.B7.S2 Interactive Student Notebooks

Action Step 1

Interactive Notebooks

Person or Persons Responsible

All Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Student Interactive Notebooks

Facilitator:

District ISTOAs, grade level representative in grades 3, 4, and 5

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Monitor Interactive Notebook usage

Person or Persons Responsible

Coaches, Administration, District ISTOAs

Target Dates or Schedule

Monthly

Evidence of Completion

Student Interactive Notebooks

Plan to Monitor Effectiveness of G1.B7.S2

Student Interactive Notebooks

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

District Interims, classroom formative assessments

G1.B7.S3 PLCs and PD focused on Writing in grades 3 and 4

Action Step 1

Mini Writing PD during third and fourth grade PLC meetings

Person or Persons Responsible

Coaches, Administration, District Writing Coach, Grades 3 and 4 teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PLC agendas

Facilitator:

District Writing Coach

Participants:

Third and Fourth Grade Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S3

PLCs for writing in third and fourth grade

Person or Persons Responsible

Coaches, Administration, District ISTOA

Target Dates or Schedule

Weekly

Evidence of Completion

PLC agendas

Plan to Monitor Effectiveness of G1.B7.S3

Writing PLCs in third and fourth grade

Person or Persons Responsible

Coaches, Administration, Teachers, District Writing Coach

Target Dates or Schedule

four times a year

Evidence of Completion

Volusia Writing Assessments

G1.B7.S4 Gradual Release of Responsibility PD

Action Step 1

Gradual Release of Responsibility

Person or Persons Responsible

Coaches, Administration, District ISTOA, Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in Sheets

Facilitator:

District ISTOA, Coaches

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S4

Monitor Gradual Release of Responsibility Follow-up Coaching

Person or Persons Responsible

Coaches, Administration, District ISTOA

Target Dates or Schedule

November 2013

Evidence of Completion

Feedback Notes

Plan to Monitor Effectiveness of G1.B7.S4

Monitor Effectiveness of Gradual Release of Responsibility

Person or Persons Responsible

Coaches, Administration, ISTOA

Target Dates or Schedule

Monthly

Evidence of Completion

District Interims, classroom formative assessments

G1.B7.S5 The 5 E's PD

Action Step 1

The 5 E's Model for Science and Math

Person or Persons Responsible

Coaches, Administration, District ISTOA, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in Sheet

Facilitator:

CCIA Team

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S5

Follow-up Coaching on the 5 E's Model

Person or Persons Responsible

Coaches, Administration, District ISTOA

Target Dates or Schedule

October 2013

Evidence of Completion

Feedback notes

Plan to Monitor Effectiveness of G1.B7.S5

Monitor effectiveness of 5 E's Model

Person or Persons Responsible

Coaches, Administration, District ISTOA

Target Dates or Schedule

Monthly

Evidence of Completion

District Interims, classroom formative assessments

G1.B7.S6 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Action Step 1

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

PD in September and October 2013

Evidence of Completion

sign-in sheets and PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B7.S6

Fidelity of SIPPS follow-up coaching

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Monthly after initial training in October 2013

Evidence of Completion

Feedback notes

Plan to Monitor Effectiveness of G1.B7.S6

Effectiveness of SIPPS

Person or Persons Responsible

Teachers, Administration, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

District Interims, DRA, FAIR, classroom formative assessments

G1.B8 Number of new teachers to Friendship

G1.B8.S1 Weekly meeting for new teachers called Bobcat Cubs

Action Step 1

Weekly PD and support meetings for new teachers called Bobcat Cubs

Person or Persons Responsible

New Teachers, Coaches, Administration, District PAR Teacher

Target Dates or Schedule

Every Wednesday

Evidence of Completion

Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Reflection on Bobcat Cubs agendas

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Leadership Meeting minutes

Plan to Monitor Effectiveness of G1.B8.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 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
- Math Intervention Teacher to provide interventions for students in need via a special area class in grades 3-5
- Supplemental Tutoring after school
- 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
- 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 enrichments 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 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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. As a result of increased student engagement, our academic achievement will also improve.

G1.B5 Lack of resources for math

G1.B5.S1 Purchase the Acaletics internet based program

PD Opportunity 1

Purchase the Acaletics program in math for grades 3, 4, 5

Facilitator

Acaletics trainer and Coaches

Participants

Grade 3, 4, 5 teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Receipt from purchase

G1.B7 Need for more Professional Development in engagement, writing, and interactive notebooks

G1.B7.S1 Refresh Kagan strategies during faculty meetings and PD

PD Opportunity 1

Kagan Refresher

Facilitator

Coaches, Administration, District ISTOA

Participants

All Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

G1.B7.S2 Interactive Student Notebooks

PD Opportunity 1

Interactive Notebooks

Facilitator

District ISTOAs, grade level representative in grades 3, 4, and 5

Participants

All Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Student Interactive Notebooks

G1.B7.S3 PLCs and PD focused on Writing in grades 3 and 4

PD Opportunity 1

Mini Writing PD during third and fourth grade PLC meetings

Facilitator

District Writing Coach

Participants

Third and Fourth Grade Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PLC agendas

G1.B7.S4 Gradual Release of Responsibility PD

PD Opportunity 1

Gradual Release of Responsibility

Facilitator

District ISTOA, Coaches

Participants

All Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in Sheets

G1.B7.S5 The 5 E's PD

PD Opportunity 1

The 5 E's Model for Science and Math

Facilitator

CCIA Team

Participants

All teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in Sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will Implement strategies to increase student engagement. As a result of increased student engagement, our academic achievement will also improve.	\$8,500
Total		\$8,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	\$8,500	\$8,500
Total	\$8,500	\$8,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. We will Implement strategies to increase student engagement. As a result of increased student engagement, our academic achievement will also improve.

G1.B5 Lack of resources for math

G1.B5.S1 Purchase the Acaletics internet based program

Action Step 1

Purchase the Acaletics program in math for grades 3, 4, 5

Resource Type

Evidence-Based Program

Resource

Internet Based Math Program

Funding Source

Title I

Amount Needed

\$8,500