

Volusia County Schools

Friendship Elementary School



2019-20 Schoolwide Improvement Plan

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Friendship Elementary School

2746 FULFORD ST, Deltona, FL 32738

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

Demographics

Principal: William Rednour A

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: B (55%) 2014-15: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

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<https://www.floridacims.org>.

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Friendship Elementary provides a challenging learning environment that encourages high expectations for the success of all students.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Raimundo, Cristina	Principal	Principal: Lead or Head Coach for improvement of the school and instruction. Sets the mission & vision for the school and is responsible for monitoring the continued progress and growth of students and teachers. Ensures provided budget supports the needs of the students and the instructional & professional needs of the teachers. Ensures the school culture is positive and the learning environment is conducive to learning for all students.
Aivazis, Jessica	Assistant Principal	Assistant Principal is in support of the mission and vision and serves in the capacity or manager of operations overseeing facilities and student behavior. The assistant principal works with the principal as part of the school leadership team in an effort to help develop teachers, schedules and ensure teacher best practices to move the school forward.
Wiggins, Sheri	Instructional Coach	The role of the Instructional Coach is to support and develop teacher best practice through the implementation of the coaching model. The IC models instructional best practices and support teachers toward developing their own plan for professional improvement. The IC also works closely with the Principal as a member of the SLT to provide professional development and to focus all practice toward improving overall instruction to meet established academic achievement.
Campbell, Dylan	Instructional Coach	The role of the Instructional Coach is to support and develop teacher best practice through the implementation of the coaching model. The IC models instructional best practices and support teachers toward developing their own plan for professional improvement. The IC also works closely with the Principal as a member of the SLT to provide professional development and to focus all practice toward improving overall instruction to meet established academic achievement.
McCoy, Becky	Teacher, K-12	Reading Intervention K-12 teacher works closely with students. They monitor the classroom, state and district data to develop a plan of improvement for students who struggle in reading. They provide students with targeted interventions to fill the existing gaps in the learning of these struggling students.
Adkins, Jody	Instructional Media	The Media Specialist supports the students through exposure to quality literature. The Media Specialist works with classroom teachers to further support reading instructional strategies.
Collins, Cynthia	Teacher, ESE	The ESE Teacher is responsible for providing targeted intervention to ESE students based on their IEP goals. The ESE Teacher works to ensure students progress in their current grade level based on the support model. They make recommendations and modifications when the data collected shows the students are not successful with present practice.

Name	Title	Job Duties and Responsibilities
Wang, Wynee	Teacher, K-12	The role of the teacher is to plan standards aligned instruction taking into account the specific needs of students and addressing these needs through targeted instruction utilizing resources and support staff to ensure continued progress. Teachers are responsible for developing students into critical thinkers who are 21st century ready. Teachers are responsible for student ongoing progress and development toward mastery of the standards in specific content.
Yonker, Michael	Teacher, K-12	The role of the teacher is to plan standards aligned instruction taking into account the specific needs of students and addressing these needs through targeted instruction utilizing resources and support staff to ensure continued progress. Teachers are responsible for developing students into critical thinkers who are 21st century ready. Teachers are responsible for student ongoing progress and development toward mastery of the standards in specific content.
Watson, Barbara	Teacher, K-12	The role of the teacher is to plan standards aligned instruction taking into account the specific needs of students and addressing these needs through targeted instruction utilizing resources and support staff to ensure continued progress. Teachers are responsible for developing students into critical thinkers who are 21st century ready. Teachers are responsible for student ongoing progress and development toward mastery of the standards in specific content.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	74	65	71	75	49	0	0	0	0	0	0	0	393
Attendance below 90 percent	6	13	11	12	7	3	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	4	8	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	4	20	14	0	0	0	0	0	0	0	38

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	7	6	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	0	4	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	1	0	1	7	2	5	0	0	0	0	0	0	0	16
One or more suspensions	1	0	1	1	0	4	0	0	0	0	0	0	0	7
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	7	3	6	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	7	2	6	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	56%	57%	57%	55%	55%
ELA Learning Gains	57%	56%	58%	50%	53%	57%
ELA Lowest 25th Percentile	65%	46%	53%	50%	44%	52%
Math Achievement	52%	59%	63%	65%	62%	61%
Math Learning Gains	47%	56%	62%	38%	58%	61%
Math Lowest 25th Percentile	30%	43%	51%	34%	47%	51%
Science Achievement	52%	57%	53%	56%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	59 (0)	74 (0)	65 (0)	71 (0)	75 (0)	49 (0)	393 (0)
Attendance below 90 percent	6 (0)	13 (0)	11 (0)	12 (0)	7 (0)	3 (0)	52 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)	0 (0)	3 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	4 (0)	8 (0)	13 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	20 (0)	14 (0)	38 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	58%	-14%	58%	-14%
	2018	56%	56%	0%	57%	-1%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	56%	54%	2%	58%	-2%
	2018	37%	54%	-17%	56%	-19%
Same Grade Comparison		19%				
Cohort Comparison		0%				
05	2019	50%	54%	-4%	56%	-6%
	2018	42%	51%	-9%	55%	-13%
Same Grade Comparison		8%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	60%	-7%	62%	-9%
	2018	55%	58%	-3%	62%	-7%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	62%	59%	3%	64%	-2%
	2018	46%	60%	-14%	62%	-16%
Same Grade Comparison		16%				
Cohort Comparison		7%				
05	2019	40%	54%	-14%	60%	-20%
	2018	54%	57%	-3%	61%	-7%
Same Grade Comparison		-14%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	56%	-4%	53%	-1%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	56	67	24	33	25					
ELL	28	45		38	35						
BLK	45	56		32	21		25				
HSP	47	59	67	57	56	42	53				
WHT	51	54		58	55		67				
FRL	47	56	70	49	41	30	46				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	32	42	4	16	18					
ELL	43	44		44	41						
BLK	33	44		33	25		42				
HSP	50	54	73	60	50	40	35				
WHT	60	41		64	41		56				
FRL	46	40	38	52	37	20	45				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	50	63	32	27	35	20				
ELL	50	59	60	54	59						
BLK	50	36		62	32						
HSP	48	45	44	62	35	40	50				
WHT	69	61		67	45		70				
FRL	55	49	52	63	38	34	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance for Friendship was the learning gains of the lowest 25% in math. It was also the lowest for several subpopulations (Economically disadvantaged and students with disabilities).

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

The greatest decline was the learning gains of the lowest 25% in math. The decline was a result of lack of teacher skill set, new curriculum maps, lack of foundational skills, and lack of targeted tutoring skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The math learning gains lowest 25% was -21 points below the state average. The rationale for the decline was lack of foundational skills, lack of teacher skill set to teach new curriculum.

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

The most improvement shown was in the learning gains of the lowest 25% in ELA. This can be attributed to coaching, focused data analysis, planned small group interventions, learning walks & feedback through PLCs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The areas of concern are the academic improvement of the lowest 25% in math and the lack of teacher skill set in implementing standards aligned math instruction to meet the needs of the students. The lowest 25% had a sharp decline when compared to the state. The decline affected several sub-populations which is also a concern.

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

1. Performance of lowest 25% in math related to learning gains
2. Performance of African American subpopulation related to math and science achievement
3. Performance of English Language Learners achievement levels in ELA & Math
4. Overall performance of Economically disadvantaged subpopulation related to achievement in Math, ELA & Science
5. Performance of Students w/disabilities subpopulation related to achievement in ELA, Math learning gains and lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Lowest Quartile
Rationale	Per the state assessment data and the school needs assessment our subpopulations scored below state proficiency standards in Math, ELA, & Science. Some subpopulations scored below the Federal Index of 41% (Economically Disadvantaged: Math 30%,) (African-American: Fed Index 36%, Math: learning gains 32%, Science 25%) SWD (Fed Index 40%, ELA 21%, Math 24%) ELLs (Fed. Index 40%, Math 38%, ELA 28%)
State the measurable outcome the school plans to achieve	Increase Federal Index for SWD, ELLs & African Americans to 45% and increase the Federal Index for Economically Disadvantaged to 54% We will increase the overall performance of the students in the lowest quartile from 30% achievement to 45% achievement.
Person responsible for monitoring outcome	Cristina Raimundo (craimund@volusia.k12.fl.us)
Evidence-based Strategy	Standards Aligned Instruction
Rationale for Evidence-based Strategy	By providing standards aligned instruction through the provided curriculum and resources all students and students in the target subpopulations will meet proficiency standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Reviewing baseline and diagnostic assessment math data throughout the year in PLCs, data days, and team planning meetings to make informed curriculum and small group changes to meet students' needs. 2. Strategic planning for instruction and fidelity to the instructional plan and use of math resources to target student deficits. Time for teachers to plan and discuss interventions and differentiation to meet the needs of the students. 3. Math PD and Math Coaching Cycles to support teacher instruction and student achievement. 4. Math Tutoring plan (morning and after-school) focused on specific areas of concern in math. 36 weeks specific resources based on data and tutoring plan for each student. 5. Learning walks to monitor the learning environment, develop collegial support and to provide feedback on instruction, student learning, and the learning environment.
Person Responsible	Cristina Raimundo (craimund@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our remaining schoolwide improvement priorities are our Subpopulations (Economically Disadvantaged, African-American, SWD, ELLs) in the areas of ELA, Science & Math.

Per the state assessment data and the school needs assessment our subpopulations scored below state proficiency standards in Math, ELA, & Science. Some subpopulations scored below the Federal Index of 41% (Economically Disadvantaged: Math 30%,) (African-American: Fed Index 36%, Math: learning gains 32%, Science 25%) SWD (Fed Index 40%, ELA 21%, Math 24%) ELLs (Fed. Index 40%, Math 38%, ELA 28%)

We will increase Federal Index for SWD, ELLs & African Americans to 45% and increase the Federal Index for Economically Disadvantaged to 54%

Our evidence based strategy is Standards Aligned Instruction. By providing standards aligned instruction through the provided curriculum and resources all students and students in the target subpopulations will meet proficiency standards.

We will use the following Action Steps:

1. Reviewing baseline and diagnostic assessment data throughout the year in PLCs, data days, and team planning meetings to make informed curriculum and small group changes to meet student's needs. The people responsible will be the Principal, Coaches and Liaisons.
2. Strategic planning for instruction and fidelity to the instructional plan and use of resources to target student deficits. Time for teachers to plan and discuss interventions and differentiation to meet the needs of the students. The people responsible will be the Principal, Assistant Principal and Coaches.
3. PD and coaching cycles to support teacher instruction and student achievement. The people responsible will be the Principal and Coaches.
4. Tutoring plan (after-school) focused on the Math & ELA needs of the students. 24 weeks specific resources based on data and tutoring plan for each student. The people responsible will be the Principal, Assistant Principal and Coaches.
5. Learning walks to monitor the learning environment, develop collegial support and to provide feedback on instruction, student learning, and the learning environment. The people responsible will be the Principal, Assistant Principal, Coaches and Liaisons.
6. Reading Intervention and ESOL Teacher to support students in the acquisition of English, writing skills and reading fluency. Teachers will support students in the learning environment utilizing specific skills to close the deficits in ELA, Science and Math. Ongoing progress monitoring to meet proficiency in the content areas. The people responsible will be the Principal, Assistant Principal, ESOL Teacher and Reading Intervention Teacher.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We at FES, will foster positive relationships with community, parents and families through our communication plan which includes newsletters, other paper based literature, our connect calls and school based family events. FES will also host several events throughout the year to which these parties are invited. At these events we showcase student work and what we do as a school community to promote academic, social and emotional and behavioral success. Our parental and community advisory boards (SAC/PTO) are other opportunities to have feedback from these stakeholders. We also have a

parent liaison who will serve to build community involvement through the parent center. The liaison will work with parents to provide helpful support in assisting and educating parents on ways to support their child's academic success. Through our Volunteer Coordinator FES will foster relationships with outside entities wanting to invest time in support of education through small donations or through mentoring of our students.

PFEP Link

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

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.

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.

The District's SEL initiative is being promoted at Friendship Elementary School by:

- SEL time incorporated in the Master Schedule.
- SEL Walk-Throughs by administration and the School Counselor.
- SEL lessons extended via School Counselor's Guidance lessons.
- We are implementing a school based mentoring program to build positive relationships between students and school based staff.
- We have the support of Title I staff and the District Mental Health Team, as well as Chrysalis for students with extensive social emotional needs.

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

Title I, Part A

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
- After school Bobcat tutoring in Math in Grades 2-5
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FSA data

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:

- Translation Services for parent/teacher conferences
- 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.

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

We work closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

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.

N/A

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Lowest Quartile				\$24,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			6851 - Friendship Elementary School	Title, I Part A		\$21,700.00
<i>Notes: Ramp It Up Educamp!!! After-school Bobcat Tutoring</i>						
			6851 - Friendship Elementary School	Title, I Part A		\$2,500.00
<i>Notes: Motivated!!! Morning Tutoring Program</i>						
			6851 - Friendship Elementary School	Title, I Part A		\$500.00
<i>Notes: Mad Math Escape the Madness Parent Math Night</i>						

Total:	\$24,700.00
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