

Volusia County Schools

# Friendship Elementary School



2022-23 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: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (46%) 2018-19: C (50%) 2017-18: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Friendship Elementary School

2746 FULFORD ST, Deltona, FL 32738

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>71%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

## School Board Approval

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## Part I: School Information

### School Mission and Vision

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

Friendship Elementary will empower ALL students to succeed by providing high quality, equitable, and positive educational experiences that build academic success and a foundation for life-long learning.

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

Through inclusive collaborative practices, Friendship Elementary will create a safe, positive, supportive learning environment where each student is valued and empowered to reach their fullest potential.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Scott, Carlos	Principal	AFSCME/VESA/VSET Evaluator Accreditation Contact Budget/School Finance Business Partners Co-Coordinator Cafeteria Supervision Data Administrator Data/Coaching Walks Discipline Employee Incentives Instructional Leader Monitor school-wide student achievement Curriculum Contact Financial Audits Professional Learning Community Lead School Calendar & Events Contact School Improvement Plan Contact Re-Entry Meeting Team Member Threat Assessment Team Member Security Manual and Security Audit Teacher Evaluations Title I Budget and Audits FTE Audits Master Schedule Lead Supplement Budget Lead
Beeghly, Elaine	Assistant Principal	Instructional Leader Monitor school-wide student achievement Curriculum Contact Professional Learning Community Lead Re-Entry Meeting Team Coordinator Threat Assessment Team Lead Security Manual and Security Audit FTE Audits VSET Evaluator After hours security contact (1) AM Daily Supervision Curriculum Maps and Lesson Plans Lead Discipline DSPC Main Contact eLearning contact ESOL Supervisor School City Contact School Leadership Team Member
Campbell, Dylan	Math Coach	Math Coach supports and develops teacher best practices through implementation of the coaching model. The Math Coach models instructional best practices and supports teachers towards developing their own plan for professional improvement. The Math Coach also works closely



Name	Position Title	Job Duties and Responsibilities
		<p>with the Principal as a member of the School Leadership Team to provide professional development and to focus all practices toward improving the overall instructional to meet established academic achievement.</p>
McCoy, Becky	Teacher, K-12	<p>ELA Intervention Teacher                      Teach standards-aligned instruction daily                      Ensure lesson activities/tasks are aligned to standards taught                      Administer district assessments and common assessments                      Meet with grade-level teams during PLCs to review data/plan instruction                      Provide intervention, remediation, and enrichment support to monitor the progress of ELA Intervention students K-5                      School Leadership Team                      State/Title I Intervention Compliance</p>
Rodriguez, Nancy	Teacher, K-12	<p>ESOL Teacher                      ESOL FTE Compliance                      Teach standards-aligned instruction daily                      Ensure lesson activities/tasks are aligned to standards taught                      Administer district assessments and common assessments                      Meet with grade-level teams during PLCs to review data/plan instruction                      Provide intervention, remediation, and enrichment support to monitor the progress of ESOL students                      Support Teachers with ESOL students/strategy implementation                      School Leadership Team</p>
Rosenberg, Lydia	Instructional Media	<p>Informs students and staff of available technology/media and assist with its integration in the classroom.                      Assemble a collections of media that support the curriculum.                      Stay current/aware of cultural diversity/gender fair criteria in the selection and recommendation of materials.                      Promotes ethical and efficient information seeking behaviors                      Models a variety of effective research techniques for a variety of formats for diverse purposes.                      Models and practices legal and ethical practices.                      Access/use curriculum content and instructional practices within the building [while</p>

Name	Position Title	Job Duties and Responsibilities
		teaching release-time classes]. Collaborates with and coaches teachers to provide instructional strategies and resources in teaching information and technology literacy skills. Promote the development of good reading habits. Participate voluntarily in relevant growth activities. Is knowledgeable about current trends in education. Attends appropriate staff and department meetings. School Leadership Team
Martin, April	Reading Coach	Reading Coach supports and develops teacher best practices through implementation of the coaching model. The Reading Coach models instructional best practices and supports teachers towards developing their own plan for professional improvement. The Reading Coach also works closely with the Principal as a member of the School Leadership Team to provide professional development and to focus all practices toward improving the overall instructional to meet established academic achievement.

**Demographic Information**

**Principal start date**

Friday 7/1/2022, William Rednour A

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

417

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	52	57	68	60	0	0	0	0	0	0	0	0	0	237
Attendance below 90 percent	49	2	5	4	6	3	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	9	9	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	25	20	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	31	29	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students by current grade level who have 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	10	13	0	0	0	0	0	0	0	23

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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

**Date this data was collected or last updated**

Saturday 7/30/2022

**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	
Number of students enrolled	62	63	54	74	54	69	0	0	0	0	0	0	0	376
Attendance below 90 percent	15	23	15	29	13	21	0	0	0	0	0	0	0	116
One or more suspensions	0	2	3	6	6	3	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	4	1	4	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	5	4	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	16	22	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	26	25	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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	1	2	8	13	19	0	0	0	0	0	0	0	43

**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	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	62	63	54	74	54	69	0	0	0	0	0	0	0	376
Attendance below 90 percent	15	23	15	29	13	21	0	0	0	0	0	0	0	116
One or more suspensions	0	2	3	6	6	3	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	4	1	4	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	5	4	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	16	22	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	26	25	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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	1	2	8	13	19	0	0	0	0	0	0	0	43

**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	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	53%	56%				48%	56%	57%
ELA Learning Gains	55%						57%	56%	58%
ELA Lowest 25th Percentile	42%						65%	46%	53%
Math Achievement	38%	42%	50%				52%	59%	63%
Math Learning Gains	57%						47%	56%	62%
Math Lowest 25th Percentile	38%						30%	43%	51%
Science Achievement	49%	55%	59%				52%	57%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	58%	-14%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	56%	54%	2%	58%	-2%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	62%	59%	3%	64%	-2%
Cohort Comparison		-53%				
05	2022					
	2019	40%	54%	-14%	60%	-20%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	56%	-4%	53%	-1%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	13	35	40	10	43	38	13				
ELL	36	48	30	44	56		50				
BLK	30	41		17	39		33				
HSP	39	56	55	40	58	31	54				
WHT	58	66		55	73		60				
FRL	39	52	43	35	54	39	49				

2021 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 2019-20	C & C Accel 2019-20
SWD	13	17	20	13	16	9	11				
ELL	41	46		32	31		43				
BLK	38	60		29	30		50				
HSP	38	44		29	33		54				
WHT	41	35		40	24		40				
FRL	41	42	29	32	26	7	45				
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

After analyzing 2022 Florida Standards Assessment data for Friendship Elementary School, identifiable trends were recognized across grade levels, ESSA subgroups, and core content areas. For example, the percent of students performing at proficiency overall in ELA, Mathematics, and Science increased when compared to 2021 Florida Standards Assessment data. ELA student achievement increased from 39% to 41%, Mathematics student achievement increased from 32% to 38%, and Science student achievement increased from 48% to 49%. The percentage of ELA and Mathematics Lowest Quartile students performing at proficiency showed a significant increase in performance when compared 2021 results.

An analysis of grades 3-5 data from 2022 ELA Florida Standards Assessment revealed a 2% decrease in 3rd grade proficiency, but increases in student proficiency in 4th/5th grades.

3rd grade 33% from 35% in 2021

4th grade 39% from 43% in 2021

5th grade 49% from 38% in 2021

Each of the three assessed grade levels performed below the 50% proficiency threshold on the statewide English Language Arts Assessment.

When analyzing ESSA Subgroup data, a decline in overall ELA proficiency was noticed for Friendship's African American students from 38% in 2021 to 30% in 2022. Students with Disabilities ELA student proficiency remained at 13%. Both subgroups underperformed significantly during 2022. Mathematics results revealed both Students with Disabilities and African Americans witnessed a decline in proficiency overall. Mathematics proficiency for Students with Disabilities declined from 13% in 2021 to 10% in 2022. African American student proficiency decreased from 29% in 2021 to 17% in 2022.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Friendship Elementary experienced tremendous gains in more than one data component during the 2022 school year. Overall achievement data component gains demonstrate the greatest need for improvement. For example, overall achievement in ELA (39% to 41%), Mathematics (32% to 38%), and Science (48% to 49%) were below both the District and State averages. When comparing Friendship Elementary student proficiency to both the state and district, there is a need to build and continue to increase student proficiency in ELA, Mathematics, Science, and our Students with Disabilities and African American subgroups.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors to this need for improvement included student attendance, implementation of new school-wide instructional practices for the first time, and emotional/behavioral factors. In addition, both Students with Disabilities and African American subgroups witnessed a decline in proficiency.

New actions that must to occur to address this need for improvement includes continued use of the implemented school-wide instructional practices focused on deepening students' understanding of the content and concepts taught. Professional Development focused on differentiated instruction, specifically during ELA small group instruction, will lead to targeted remediation and will result in accelerated student growth. Structured Collaborative Planning with an emphasis on planning for B.E.S.T. Standards and aligned tasks will assist teachers with organizing and presenting standards to students for acquisition and increased mastery. In addition, increased understanding of the three focus Core Actions identified on the K-5 Math IPG Data Collection Tool will serve as a guide for providing coaching and support to teachers when determining what effective Mathematics instruction, student tasks, student engagement should look like for one lesson to the next. Each of the new actions will lead to increased student proficiency overall.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Friendship Elementary experienced huge gains in more than one data component. Data components that showed the most improvement based on an analysis of 2022 FSA data when compared to 2021 FSA data were:

ELA Learning Gains: 11% increase (44% to 55%)  
ELA Learning Gains ELA LQ: 9% increase (33% to 42%)  
Math Achievement: 6% increase (32% to 38%)  
Math Learning Gains: 30% increase (27% to 57%)  
Math Learning Gains LQ: 31% increase (7% to 38%)

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The faculty and staff at Friendship Elementary have identified the following contributing factors that led to school-wide improvement during the 2021-2022 school year including implementation of the Reflex Math Lab, Paid Collaborative Planning for teachers, posting of Learning Targets, Standards, and Success Criteria, use of AVID Binders, student collaboration, and Title I Tutoring.

Focus Boards, Reflex Math Lab, and the use of AVID Binders were new actions Friendship Elementary implemented school-wide during year 2021-2022. Each of the mentioned actions were new steps our school implemented that had an profound impact on student achievement overall.

**What strategies will need to be implemented in order to accelerate learning?**

Friendship Elementary' s School Leadership Team worked to identify a variety of strategies to implement during the 2022-2023 school year designed to accelerate student learning. Specific strategies include implementing Walk-to-Intervention in ELA to remediated targeted skills for individual students, engaging K-5 grade level teams in structured Collaborative Planning with an emphasis on planning for B.E.S.T standards and tasks that will help achieve desirable student outcomes, teachers to use Focus Boards to display and reference benchmarks, learning targets, and success criteria. The ELA Coach will meet with teachers weekly to analyze students' ELA performance data.

In Mathematics, specific strategies for improvement include engaging teachers and Admin in

Professional Learning focused on increasing understanding of the three focus Core Actions identified on the K-5 Math Data Collection Tool, the Math Coach will meet with teachers weekly to analyze students' Math performance data and outline action steps for implementation, provide Professional Learning for teachers on implementing Collaborative Structures to deepen student learning and understanding, implement PAWS Computer Lab to allow for student extra practice/repetition using Reflex Math, and engage teachers in Differentiated Instruction Professional Development.

Finally, to increase Science Achievement, grade level teams will conduct Science Common Experiments during scheduled PLC meetings to support planning and lesson delivery. Admin will ensure grade level Common Experiments occur as outline in District Science Curriculum Maps, and Science support personnel will engage grade level teams in Vertical Planning (Ex. K-1, 1-2, 2-3) to focus on identifying the progression of science standards.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities during the 2022-2023 school year will focus on Differentiated Instruction, Collaborative Structures, Introducing/Understanding the identified K-5 Science Data Collection Tool, Focus Boards, Small Group Instruction, Benchmark Advance, B.E.S.T Standards ELA/Math, i-Ready Data Analysis, Collaborative Planning, Understanding the K-5 Math IPG Data Collection Tool, Standards-aligned instruction, and strategies for student Social and Emotional success. Each professional learning facilitated will focus on improving instructional and Social and Emotional practices to help staff and students demonstrate growth. Professional learning will be provided during scheduled Early Release Days set by both the District and our school. Faculty Meeting time throughout the school year will be used for training purposes as well.

In addition to the mentioned targeted Professional Learning, Friendship Elementary's faculty and administration will engage in learning activities focused on:

- PBIS Implementation
- High-Quality Instruction
- Hattie's Effect Sizes Related to Student Achievement
- Increases Student Engagement Practices
- AVID Strategies for Success
- Focused PLCs/Data Chats/Coaching & Modeling
- Building Positive Peer Student Relationships
- Increase Parental Support/Engagement

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services and supports to be provided during the 2022-2023 school year that will ensure sustainability of improvement include:

- PBIS school wide expectations
- PAWS Computer Lab (Reflex Math)
- Academic Coaching & Support/Modeling/PLCs
- District Academic Supports in PLCs and or ERPLs
- Focus Boards
- Collaborative Planning for with Admin/District support
- Quarterly Data Chats with grade level teams/individual teachers to analyze student performance results
- Action Plan Implementation (Teachers/Grade Level Teams/Students)
- Title I Tutoring opportunities for Tier 1 and 2 students

Mentoring Opportunities  
School-wide House System Implementation  
School Clubs/Organizations

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of 2022 Florida Standards Assessment data, 38% of Friendship Elementary students scored at proficiency. This was a 6% increase when compared to 2021 Florida Standards Assessment data. Math Learning Gains were 57% and Math Lowest Quartile performed at 38%, which were significant increases in performance when compared to student performance in 2021.

Although FES experienced a 2% increase in Mathematics proficiency during the 2021-2022 school year, overall Mathematics student achievement is significantly below both the District (46%) and State (53.1%) averages.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase Math overall proficiency from 38% to 45%. This includes increasing the percentage of proficient students in both ESSA subgroups (SWDS & AA).

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored through frequent classroom walk-throughs using a walk-through tool with specific Mathematics look-fors. Quarterly Data Chats will occur to determine instructional adjustments needed to impact student growth. Also, Coaching Cycles will occur based on teacher need for support. The level of need will be gathered from weekly classroom walk-throughs, student performance data, and feedback from administration. Persons Responsible-- Principal, Assistant Principal, and Academic Coaches.

**Person responsible for monitoring outcome:**

Carlos Scott (cmscott@volusia.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategies being implemented for this Area of Focus is Intervention for Students with Learning Needs, Response to Intervention, and Classroom Discussion. Implementing these strategies in the delivery of Math instruction will help our faculty to provide high quality, data driven, differentiated instruction aligned to the Florida B.E.S.T. Standards resulting in improved overall student achievement.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

John Hattie's Visible Learning research indicates Intervention for Students with Learning Needs has an Effect Size of 0.77, Response to Intervention has an Effect Size of 1.29, and Classroom Discussion has an Effect size of 0.82. The average affect size is 0.40, which is equal to approximately one year of learning. Each research based strategy has the potential to considerably accelerate learning which will result in increased student performance in Mathematics.

Intervention for Students with Learning Needs, Response to Intervention, and

**used for selecting this strategy.** Classroom Discussion align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Share 2022 FSA data with faculty and staff to build awareness and to allow time for faculty to analyze, reflect, and develop school/grade level targets for 2023.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

2. Engage teachers and Admin in Professional Learning focused on increasing understanding of the three focus Core Actions identified on the K-5 Math IPG Data Collection Tool.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

3. Math Coach will meet with teachers weekly to analyze students' Math performance data and to outline action steps for implementation.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

4. Teachers, Administration, Math Coach, and District Support Staff will participate in school-based Learning Walks/Calibration Walks to monitor standards-alignment, tasks alignment, and Collaborative Structures during Math instruction.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

5. Engage K-5 grade level teams in structured Collaborative Planning with an emphasis on planning for B.E.S.T Standards and tasks that will help achieve desirable student outcomes.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

6. Provide Professional Learning for teachers on implementing Collaborative Structures to deepen student learning and understanding.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

7. Implement PAWS Computer Lab to allow for student extra practice/repetition using Reflex Math.

**Person Responsible** Michael Yonker (mlyonker@volusia.k12.fl.us)

8. Conduct Data Chats with grade level teams focused on strategic planning for acceleration and intervention.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

9. Engage teachers in Differentiated Instruction Professional Development with an emphasis on content and product strategies.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

10. Ensure SWDs and students with 504 plans receive identified accommodations during administered assessments with fidelity.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

11. Conduct PLC weekly meetings with ESE team to conduct Data/Chats and facilitate Math Professional Development.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

12. Math Coach will provide teachers coaching and support based on Admin identified tiered levels of support (Tier A- Daily Support, Tier 2- 2-3 times a week, Tier 3 Once a week).

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of 2022 Florida Standards Assessment data, 41% of Friendship Elementary students scored at proficiency. This was a 2% increase when compared to 2021 Florida Standards Assessment data. ELA Learning Gains were 55% and ELA Lowest Quartile performed at 42%, which were significant increases in performance when compared to student performance in 2021.

Although FES experienced a 2% increase in ELA proficiency during the 2021-2022 school year, overall ELA student achievement is significantly below both the District (48.4%) and State (53.2%) averages.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase ELA overall proficiency from 41% to 48%. This includes increasing the percentage of proficient students in both ESSA subgroups (SWDS & AA).

By May 2023, 85% of teachers will demonstrate use of highly-effective instructional practices: (questioning, student collaboration/feedback, thinking maps).

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored through frequent classroom walk-throughs using a walk-through tool with specific ELA look-fors. Quarterly Data Chats will occur to determine instructional adjustments needed to impact student growth. Also, Coaching Cycles will occur based on teacher need for support. The level of need will be gathered from weekly classroom walk-throughs, student performance data, and feedback from administration. Persons Responsible-- Principal, Assistant Principal, and Academic Coaches.

**Person responsible for monitoring outcome:**

Carlos Scott (cmscott@volusia.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategies being implemented for this Area of Focus is Intervention for Students with Learning Needs, Response to Intervention, Small Group Instruction, and Classroom Discussion. Implementing these strategies in the delivery of ELA instruction will help our faculty to provide high quality, data driven, differentiated instruction aligned to the Florida B.E.S.T. Standards resulting in improved overall student achievement.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

John Hattie's Visible Learning research indicates Problem Intervention for Students with Learning Needs has an Effect Size of 0.77, Response to Intervention has an Effect Size of 1.29, Small Group Instruction has an Effect Size of .47, and Classroom Discussion has an Effect size of 0.82. The average affect size is 0.40, which is equal to approximately one year of learning. Each research based strategy has the potential to considerably accelerate learning which will result in increased student performance in ELA.

Problem Intervention for Students with Learning Needs, Response to Intervention,



**used for selecting this strategy.** Small Group Instruction, and Classroom Discussion align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Share 2022 FSA data with faculty and staff to build awareness and to allow time for faculty to analyze, reflect, and develop school/grade level targets for 2023.

**Person Responsible** April Martin (amartin2@volusia.k12.fl.us)

2. Use Focus Boards in every classroom that include Standards, Learning Targets, and Success Criteria to ensure students know what they are learning.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

3. ELA Coach will meet with teachers weekly to analyze students' ELA District assessment data/F.A.S.T. results to outline action steps for implementation.

**Person Responsible** April Martin (amartin2@volusia.k12.fl.us)

4. Admin will monitor Small Group Instruction during frequent Calibration Walks and Learning Walks to provide feedback and coaching tips to teachers.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

5. Teachers, Administration, ELA Coach, and District Support Staff will participate in school-based Learning Walks/Calibration Walks to monitor benchmarktasks alignment, and Collaborative Structures during ELA instruction.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

6. Administer i-Ready Diagnostic to 3-5 students to establish baseline data to guide targeted ELA instruction/intervention.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

7. Engage K-5 grade level teams in structured Collaborative Planning with an emphasis on planning for B.E.S.T standards and tasks that will help achieve desirable student outcomes.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

8. Identify and implement Walk-to-Intervention groups based on student performance data and continue to monitor progress/make adjustments to groups when needed.

**Person Responsible** Becky McCoy (rjmccoy@volusia.k12.fl.us)

9. Conduct Data Chats with grade level teams focused on strategic planning for acceleration and intervention.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

10. Engage teachers in Differentiated Instruction Professional Development with an emphasis Small Group Instruction.

**Person Responsible** April Martin (amartin2@volusia.k12.fl.us)

11. Implement use of Agree/Disagree cards to increase student discussion and engagement.

**Person Responsible** April Martin (amartin2@volusia.k12.fl.us)

12. Conduct PLC weekly meetings with ESE team to conduct Data/Chats and facilitate ELA Professional Development.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

13. Ensure students with IEPs and 504 Plans receive identified accommodations during delivery of instruction and during administered assessments with fidelity.

**Person Responsible** Elaine Beeghly (eabeeghl@volusia.k12.fl.us)

14. ELA Coach will provide teachers coaching and support based on Admin identified tiered levels of support (Tier A- Daily Support, Tier 2- 2-3 times a week, Tier 3 Once a week).

**Person Responsible** April Martin (amartin2@volusia.k12.fl.us)

### #3. Instructional Practice specifically relating to Science

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of 2022 Florida Standards Assessment data, 49% of Friendship Elementary students scored at proficiency. This was a 1% increase when compared to 2021 Florida Standards Assessment data.

**Measurable**

**Outcome:**

**State the specific measurable**

**outcome the school plans to achieve.**

**This should be a**

**data based,**

**objective outcome.**

Increase Science overall proficiency from 49% to 55%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored through frequent classroom walk-throughs using a walkthrough with specific Science look-fors and data chats to determine instructional adjustments needed to impact student growth. Also, coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data. Persons Responsible-- Principal, Assistant Principal, Academic Coaches, and Modified SLT members.

**Person responsible for monitoring outcome:**

Lydia Rosenberg (ljwebste@volusia.k12.fl.us)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategies being implemented for this Area of Focus are Teacher Creditability and Classroom Discussion. Implementing these strategies in the delivery of Science instruction will help our faculty to provide high quality, data driven, differentiated instruction aligned to the Florida Standards resulting in improved overall student achievement.

**Rationale for Evidence-based**

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

John Hattie's Visible Learning research indicates Teacher Creditability has an Effect Size of 0.90 and Classroom Discussion has an Effect size of 0.82. The average affect size is 0.40, which is equal to approximately one year of learning. Each research based strategy has the potential to considerably accelerate learning which will result in increased student performance in Science.

**Describe the resources/criteria used for selecting this strategy.**

Teacher Creditability and Classroom Discussion align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Share 2022 FSA Science data with faculty and staff to build awareness and to allow time for faculty to analyze, reflect, and develop school/grade level targets for 2023.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

2. Analyze Science SMT 1 data to identify standards to target for remediation and support.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

3. Grade level teams will practice/conduct Science Common Experiments during scheduled PLC meetings to support planning and lesson delivery.

**Person Responsible** Lydia Rosenberg (ljwebste@volusia.k12.fl.us)

4. Ensure grade level Common Experiments occur as outline in District Science Curriculum Maps.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

5. Engage teachers and Admin in Professional Learning focused on introducing/understanding the identified K-5 Science Data Collection Tool.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

6. Teachers, Administration, Math Coach, and District Support Staff will participate in school-based Learning Walks/Calibration Walks to monitor standards-alignment, tasks alignment, and Collaborative Structures during Science instruction.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

7. Engage grade level teams in Vertical Planning (Ex. K-1, 1-2, 2-3) to focus on identifying the progression of Science standards from one grade level to the next.

**Person Responsible** Lydia Rosenberg (ljwebste@volusia.k12.fl.us)

8. Grades 3-5 students will receive additional instruction/support on Scientific Process to deepen their knowledge and understanding.

**Person Responsible** Lydia Rosenberg (ljwebste@volusia.k12.fl.us)

9. K-5 grade level teams will participate in Collaborative Planning with an emphasis on deepening understanding of Science standards and tasks that will help achieve student proficiency.

**Person Responsible** Dylan Campbell (dbcampbe@volusia.k12.fl.us)

10. Engage K-2 teachers in ISN Professional Learning led by District Support Specialist.

**Person Responsible** Carlos Scott (cmscott@volusia.k12.fl.us)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 2022 i-Ready Final Diagnostic ELA data, 51% of Friendship Elementary Kindergarten students scored at Mid or Above Grade Level, 37% scored at Early On Grade Level, and 12% scored at One Grade Level Below. The same assessment for 1st graders showed 30% scored at Mid or Above Grade Level, 17% scored at Early On Grade Level, and 53% scored at One Grade Level Below. When analyzing 2nd grade data for the same assessment, results showed 34% scored at Mid or Above Grade Level, 14% scored at Early On Grade Level, 36% scored at One Grade Level Below, and 16% scored at Three or More Grade Levels below. In addition, when analyzing 2021 District Unit assessment data 88% of Kindergarten students scored at proficiency, 80% of 1st grades performed at proficiency, and 47% of 2nd graders performed at proficiency.

Each of the two different assessments administered to grades K-2 students showed promising results for Kindergarten. First grade i-Ready Final Diagnostic ELA data showed more than 50% of students scored at One Grade Level Below which is an area of focus. Both FES data points highlighted 2nd grade Instructional Practice specifically relating to Reading/ELA to be an area of focus during the 2022-2023 school year.

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

As a result of 2022 Florida Standards Assessment data, 41% of Friendship Elementary students scored at proficiency. This was a 2% increase when compared to 2021 Florida Standards Assessment data. ELA Learning Gains were 55% and ELA Lowest Quartile performed at 42%, which were significant increases in performance when compared to student performance in 2021. ELA Achievement overall was below both the state and district averages. When analyzing ELA student proficiency in individual grade levels, our School Leadership Team recognized the following ELA proficiency percentages by grade level on the 2022 Florida Standards Assessment:

3rd grade 33%  
4th grade 39%  
5th grade 49%

Each of the three assessed grade levels performed below the 50% proficiency threshold on the statewide English Language Arts Assessment. As a result of student performance below both the district and state averages, FES determined Instructional Practice specifically relating to Reading/ELA to be an Area of Focus during the 2022-2023 school year.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Grades K-2 ELA student proficiency will increase overall from overall during the 2022-2023 school year. The newly implemented progress monitoring (F.A.S.T.) assessment data will show an increase in student proficiency from Assessment 1 to Assessment 3. FES will witness 75% of students scoring at proficiency in grades K-2.

The goal is for each of the three grade levels to demonstrate a significant increase in student proficiency during the 2022-2023 school year.

**Grades 3-5: Measureable Outcome(s)**

Grades 3-5 ELA student proficiency will increase overall from 41% to 48%. Individual grade levels will witness a 6-11% increase overall in student proficiency including:

3rd grade from 33% to 44%  
 4th grade from 39% to 50%  
 5th grade from 49% to 55%

The goal is for each of the three grade levels to demonstrate a significant increase in student proficiency during the 2022-2023 school year and to achieve a minimum of two grade levels with 50% or more students performing at proficiency.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The identified Areas of Focus will be monitored through frequent classroom observations using a walk-through tool with specific ELA look-fors. Quarterly Data Chats will occur to determine instructional adjustments needed to impact student growth. Also, Coaching Cycles will occur based on teacher need for support. The level of need will be gathered from weekly classroom walk-throughs, student performance data, and feedback from administration.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Scott, Carlos, cmscott@volusia.k12.fl.us

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based strategies being implemented for this Area of Focus is Intervention for Students with Learning Needs, Response to Intervention, Small Group Instruction, and Classroom Discussion. Implementing these strategies in the delivery of ELA instruction will help our faculty to provide high quality, data driven, differentiated instruction aligned to the Florida B.E.S.T. Standards resulting in improved overall student achievement.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

John Hattie's Visible Learning research indicates Problem Intervention for Students with Learning Needs has an Effect Size of 0.77, Response to Intervention has an Effect Size of 1.29, and Classroom Discussion has an Effect size of 0.82. The average affect size is 0.40, which is equal to approximately one year of learning. Each research based strategy has the potential to considerably accelerate learning which will result in increased student performance in ELA.

Intervention for Students with Learning Need, Response to Intervention, and Classroom Discussion align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Use Focus Boards in every classroom that include Standards, Learning Targets, and Success Criteria to ensure students know what they are learning, why they are learning the content/concepts, and how they know when they are successful.</p> <p>Use of Focus Boards will best support the following categories:</p> <p>Literacy Leadership- benchmark-aligned instruction will be used to promote a culture of literacy and will be monitored to ensure all students are exposed to grade level tasks.</p> <p>Literacy Coaching- ELA Coach will provide coaching and support to teachers focused on understanding newly implemented benchmarks. The ELA Coach will provide support with delivery of instruction, lesson modeling, and planning.</p> <p>Assessment- use of Focus Boards will help teachers and students to assess their understanding of benchmarks learned.</p> <p>Professional Learning- Teachers will continue to engage in Professional Learning to deepen their understanding of the B.E.S.T. Standards and practices designed to enhance student mastery of the content/concepts taught.</p>	<p>Scott, Carlos, cmsscott@volusia.k12.fl.us</p>
<p>Identify and implement Walk-to-Intervention groups based on student performance data and continue to progress monitor strategic groupings and make adjustments when needed.</p> <p>Literacy Leadership- Walk-to-Intervention groups will assist with remediating specific skills for individual students to improve reading proficiency. Walk-to-Intervention model will promote a culture of literacy. Strategic groupings/data will analyzed weekly by FES Instructional Leadership Team to determine next steps for individual students.</p> <p>Literacy Coaching- ELA Coach/Intervention teacher will provide coaching and support to teachers focused on identifying leveled groups based on benchmarks not mastered. In addition, the Intervention teacher will work with Tier 2 &amp; 3 students to remediate areas of focus.</p> <p>Assessment- District Assessments will be administered after each unit. Assessment results will be progress monitored by administration.</p> <p>Professional Learning- Teachers will engage in Professional Learning during PLCs and Collaborative Planning focused on Differentiated Instruction and how to strategically group students based on skills/benchmarks not mastered.</p>	<p>McCoy, Becky, rjmccoy@volusia.k12.fl.us</p>
<p>Administration will monitor Small Group Instruction during frequent Calibration Walks and Learning Walks to provide feedback and coaching tips to teachers.</p> <p>Literacy Leadership- Calibration Walks/Learning will help ensure benchmark and tasks alignment. Calibration Walks/Learning Walks will promote a culture of literacy for both teachers and students. Feedback about frequency, benchmark alignment, questioning, and tasks will be shared with teachers.</p> <p>Literacy Coaching- School Leadership/District Specialists will provide coaching and feedback to teachers focused on school-wide lookfors: frequency, benchmark alignment, questioning, and tasks. Teachers will engage in Coaching Cycles and feedback will be provided by the ELA Coach as well.</p>	<p>Scott, Carlos, cmsscott@volusia.k12.fl.us</p>



**Action Step****Person Responsible for Monitoring**

Assessment- District Assessments will be administered after each unit. Assessment results will be progress monitored by administration and teachers during PLCs.

Professional Learning- Teachers will engage in Professional Learning during PLCs and Collaborative Planning focused on Differentiated Instruction and how to strategically group students based on skills/benchmarks not mastered.

### **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

#### **Describe how the school addresses building a positive school culture and environment.**

Friendship Elementary's faculty and staff promotes a positive school culture and environment by implementing different school-wide initiatives that support positive student-to-student and student-to-adult, and adult-to-adult interactions. All students at Friendship Elementary School participate in daily Social Emotional Learning activities in the classroom setting and in Special Area. Friendship Elementary School is implementing PBIS during the 2022-2023 school year and has identified a PBIS committee. The newly identified PBIS committee has created a school-wide Positive Behavior Student Matrix to promote appropriate behaviors and a positive on our campus. Students will be recognized daily for positive behavior and will have the opportunity to engage in frequent events and activities for positive behavior. Positive lessons and messages are shared daily on the morning announcements by the Principal and Assistant Principal.

Friendship Elementary has a Crime Safety Patrol club led by 5th grade students who meet regularly with school leaders to ensure there is a positive and safe environment on our campus. Throughout the school year, there will be several school-wide events students and staff will engage in to promote a positive school culture and environment such as: Hispanic Heritage Month activities, Bobcat Students of the Week recognition, monthly PBIS events, Kindness Week, Unity Day, Red Ribbon Week, Character Dress Up Day, Award Assemblies, House Competitions, and Staff socials.

Friendship Elementary will continue the implementation of our school-wide House System. The House System is designed to reinforce appropriate actions by students using our point system. Students will have the opportunity run for House Council, compete in House Competitions, earn special privileges (lunch with their House), and promote Kindness across our campus.

Finally, Friendship's faculty and staff, and Volusia County Schools will continue to identify ways to meet the diverse needs of all students. When Migrant students enroll at our school, the Title I Migrant staff will continue to ensure Migrant students receive a fair and equitable opportunity to achieve a high-quality

education and assistance with transitioning to post-secondary education or employment. In addition, the Multicultural Department will continue to assist in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Friendship Elementary School strives to involve all stakeholders including students, parents, guardians, and community members in the planning, review, and improvement of the school. Parent input is elicited when considering how Title I funds are allocated. During the annual completion of Friendship's Parent & Family Engagement Plan, stakeholders are invited to attend input sessions regarding the development of the required plan in a variety of ways including by disseminating flyers, school marquee messages, Twitter posting, the school's Facebook page, and using School Messenger direct messages (phone, text, and email). Parents are asked for their input on future activities and trainings provided by the school. The school uses notes and surveys from PTO and family engagement activities to guide the writing of the annual Parent and Family Engagement Plan.

Our school's newly hired Parent Liaison's primary role is to provide a link for families to connect to the school, assess community needs, and pair resources to support families. Information gathered from parents will be used in the development of activities and workshops outlined in our List of Parent and Family Engagement Activities for school year. The Parent Liaison will help maintain and monitor the Parent Resource Room. The Parent Resource Room will include essential items such as food, clothing, brochures, and personal hygiene products to make immediate impact/connection between the school and the families we service. Our goal is to ensure our families' basic needs are met, so that students are able to focus and learn.

Parents, guardians, and other community members are invited to attend monthly School Advisory Council meetings to learn about school news and to provide input when creating the School Improvement Plan. Parent input is solicited when considering school-based activities and how to use allocated School Improvement funds to support/enhance instruction.