



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Friendship Elementary School

2746 FULFORD ST

Deltona, FL 32738

386-789-7030

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



SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Vision Statement of Volusia County Schools

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

School Environment

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

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

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

Our Behavior Leadership Team also works collectively to develop processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior that builds a school community based upon safety and security for all students.

Students are provided with opportunities to express their thoughts and feelings during the school day to their teachers, guidance counselor and administration. Students may report anonymously at anytime to our 'I thought you should know...' box located in our Media Center.

Students are also provided with guidance lessons in support of what the specific class needs are, as indicated by the classroom teacher. In addition our school is beginning a new Bully program called 'Olweus' where members of our school and community will come together to train all members of our faculty and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

During the first week of school students are shown a school wide behavior management video that outlines the procedures and models expectations of our students at Friendship Elementary. Students also all attend by grade level, school wide assemblies at the end of the first week to discuss with the Guidance Counselor and Assistant Principal expectations and guidelines to follow.

Through our Behavior Leadership Team students and teachers use a 'Bob Cat Buck' reward system. All students can earn bob cat bucks to go towards a class reward. These bucks can be accumulated and cashed in at any time for an incentive that is differentiated between students at the Primary and Intermediate Level.

Students can earn individual rewards such as Positive Referrals and Terrific Kid of the Week, as well as rewards that include drinks, ice cream or no homework passes.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

Our Early Warning System will be used to determine and identify school-wide trends which impact students academic performance. As a result of this we will then use these areas as areas to address school-wide. We will have discussions in Leadership Meetings, at Principal Planning Meetings, PLC's, and Faculty Meetings where we are discussing group data that is discussed and research based interventions are developed to address the Early Warning System areas of concern.

In the area of Behavioral concerns we will use the Early Warning System and interventions through the use of the Guidance Counselor, Assistant Principal and other Behavior Leadership Team Members to make sure these are aligned with positive behavioral supports.

We will regularly review our students in the Early Warning System to help re-mediate and discuss if the supports in place are successful. When these supports are not successful students will then be referred to our Problem Solving Team Process.

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

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

Indicator	Grade	Students
Attendance below 90 percent	K	2
Attendance below 90 percent	1	1
Attendance below 90 percent	2	1
Attendance below 90 percent	3	3
Attendance below 90 percent	4	2
Attendance below 90 percent	5	4
	Total	13
One or more suspensions	K	1
One or more suspensions	1	2
One or more suspensions	3	1
One or more suspensions	4	2
One or more suspensions	5	4
	Total	10
	Total	
	Total	
Retained	K	3
Retained	1	1
Retained	2	3
Retained	3	8
Retained	4	6
Retained	5	13
	Total	34
Referrals Q1	K	5
Referrals Q1	1	3
Referrals Q1	2	9
Referrals Q1	3	2
Referrals Q1	4	11
Referrals Q1	5	5
	Total	35
Referrals Q2	K	6
Referrals Q2	1	9
Referrals Q2	2	15
Referrals Q2	3	2
Referrals Q2	4	9
Referrals Q2	5	19
	Total	60
Referrals Q3	K	7
Referrals Q3	1	10

Indicator	Grade	Students
Referrals Q3	2	22
Referrals Q3	3	9
Referrals Q3	4	10
Referrals Q3	5	20
	Total	78
Referrals Q4	K	6
Referrals Q4	1	4
Referrals Q4	2	9
Referrals Q4	3	12
Referrals Q4	4	6
Referrals Q4	5	15
	Total	52

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

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

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

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

Teachers will receive letters in their mailbox indicating that a student has 5, 10, or 15 unexcused absences or letters for students that have 5 or more tardies- 5 tardies = 1 absence. Required Steps for Documentation of Attendance Concerns: 5 unexcused absences= Teacher contacts parent/guardian– in person or phone and documents in writing; 5 tardies= Teacher contacts parent/guardian– in person or phone and documents in writing

10 unexcused absences; Teacher complete PST 1 and 2 on ePST= 15 unexcused absences. Submit all forms of parent communication concerning attendance to Tricia Dowdell. At that time a PST 8 meeting is scheduled for the parent to sign an attendance contract.

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

If a student is absent 5 or more consecutive days, teacher contacts Mrs. Dean.

Students who are ESE will follow the following procedure:

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

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

A PIP has not been uploaded for this school.

Description

Increase parental involvement in PTO and SAC.

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title	Email
Aivazis, Jessica	Assistant Principal	jaaivazi@volusia.k12.fl.us
Martoral, Maria	Principal	mmartora@volusia.k12.fl.us
Vega, Issella	Instructional Coach	ivega@volusia.k12.fl.us
Dowdell, Tricia	Instructional Coach	trdowdel@volusia.k12.fl.us
Adkins, Jody	Instructional Media	jaadkins@volusia.k12.fl.us
McCoy, Becky	Teacher, K-12	rjmccoy@volusia.k12.fl.us
Pellegrini, Evan	Teacher, K-12	enpelleg@volusia.k12.fl.us
Riera, Katherine	Teacher, K-12	kriera@volusia.k12.fl.us
Shank, Robin	Teacher, K-12	rlshank@volusia.k12.fl.us
Taylor, Emily	Teacher, K-12	etaylor2@volusia.k12.fl.us
Watson, Barbara	Teacher, K-12	bwatson@volusia.k12.fl.us

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Title I, Part A

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

appropriate path to graduation.

Programs supported by Title I at FRIENDSHIP include:

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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

Nutrition Programs

"FRIENDSHIP" offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

School Advisory Council (SAC)

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

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

Duties

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

Evaluation of last year's school improvement plan

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

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Martoral, Maria	Principal	mmartora@volusia.k12.fl.us
Aivazis, Jessica	Assistant Principal	jaaivazi@volusia.k12.fl.us
Dowdell, Tricia	Instructional Coach	trdowdel@volusia.k12.fl.us
Vega, Issella	Instructional Coach	ivega@volusia.k12.fl.us
Shank, Robin	Teacher, K-12	rlshank@volusia.k12.fl.us
Adkins, Jody	Instructional Media	jaadkins@volusia.k12.fl.us
McCoy, Becky	Teacher, K-12	rjmccoy@volusia.k12.fl.us
Pellegrini, Evan	Teacher, K-12	enpelleg@volusia.k12.fl.us
Riera, Katherine	Teacher, K-12	kriera@volusia.k12.fl.us
Taylor, Emily	Teacher, K-12	etaylor2@volusia.k12.fl.us
Watson, Barbara	Teacher, K-12	bwatson@volusia.k12.fl.us
Fernandez-Pardo, valerie	Teacher, K-12	vfernan1@volusia.k12.fl.us
Petrunic, Kim	Teacher, K-12	kepetrun@volusia.k12.fl.us

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Enrichment

Strategy Description

Plus One Hour of Instruction

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy type: After School Program

Minutes added to school year: 600

Strategy Purpose(s)

- Enrichment

Strategy Description

National Elementary Honor Society

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy type: Weekend Program

Minutes added to school year: 1,440

Strategy Purpose(s)

""

Strategy Description

Bobcat Tutoring

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

Goals Summary

- G1.** We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

Goals Detail

G1. We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

Quick Keys: Goal: G051628

Targets Supported

Indicator	Annual Target
Reading % making learning gains	63.0
FCAT 2.0 Science % Proficient	45.0
Reading % in lowest 25% making learning gains	84.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	33.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	40.0
Students making math learning gains	35.0
Students in lowest 25% making math learning gains	27.0

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

<i>Plan to Monitor Progress Toward the Goal</i>	
District Interims, classroom formative assessments, PLC minutes, Leadership Meeting minutes, iReady	
<i>Person Responsible</i>	Maria Martoral
<i>Schedule</i>	On 8/18/2014
<i>Evidence of Completion</i>	Scores on assessments, Data Wall, Data Chats, Data Analysis

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

G1.B1 Lack of parental involvement

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

Quick Keys: Goal: G051628, Barrier: B129881, Strategy: S141926

Strategy Rationale

To improve the amount of parental involvement at Friendship Elementary.

Action Step 1	
Select teachers/grade levels that will implement APTT; Designate an APTT School Champion to co-lead implementation; Designate a data collection lead person	
Person Responsible	Tricia Dowdell
Schedule	On 3/7/2014
Evidence of Completion	APTT Action Plan
Action Step 2	
Introduce the APTT model to school staff (Build awareness and readiness)	
Person Responsible	Tricia Dowdell
Schedule	On 3/10/2014
Evidence of Completion	Agenda, Sign In Sheet, Exit Slips
Action Step 3	
Core group of teachers and staff were chosen to attend 7 Academic Parent Teacher Team training's in Orlando.	
Person Responsible	Maria Martoral
Schedule	Monthly, from 7/1/2014 to 6/5/2015
Evidence of Completion	Agendas, Sign in sheets

Action Step 4	
Core group of teachers planned the APTT training to provide to teachers in Grades K, 1 and 2.	
Person Responsible	Tricia Dowdell
Schedule	On 8/11/2014
Evidence of Completion	Power Point and Agenda was created to use to train teachers in Grades K, 1 and 2

Action Step 5	
Train team members in Grades K, 1 and 2 on Academic Parent Teacher Teams (APTT)	
Person Responsible	Tricia Dowdell
Schedule	
Evidence of Completion	

Action Step 6	
Parent Education Nights to look at student data, set goals and learn differentiated strategies specific to their child.	
Person Responsible	Tricia Dowdell
Schedule	Quarterly, from 9/16/2014 to 6/3/2015
Evidence of Completion	Sign in sheets, data sheets, goal sheets

Action Step 7	
Parent Education Conferences to make up sessions for parents who did not attend the education night.	
Person Responsible	Tricia Dowdell
Schedule	Quarterly, from 10/1/2014 to 6/3/2015
Evidence of Completion	Parent Invitation Return Signature, Conference Notes

Action Step 8	
Grade level teacher planning with support	
Person Responsible	Tricia Dowdell
Schedule	Biweekly, from 8/12/2014 to 5/29/2015
Evidence of Completion	Agendas, Planning Sheets, Sign In, PLC Notes

Action Step 9	
Debriefing sessions	
Person Responsible	Maria Martoral
Schedule	Quarterly, from 9/16/2014 to 5/29/2015
Evidence of Completion	Agenda, Minute Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Student data will be collected throughout the year at benchmark periods to share with parents at the parent education nights.	
Person Responsible	Tricia Dowdell
Schedule	Monthly, from 8/18/2014 to 6/3/2015
Evidence of Completion	Student data will be collected by the teachers and provided as evidence of program implementation

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Monitor parent attendance to the Academic Parent Teacher Nights	
Person Responsible	Tricia Dowdell
Schedule	Quarterly, from 9/16/2014 to 6/3/2015
Evidence of Completion	Parent Sign In sheets for Academic Parent Teacher Team nights

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
After each event we will look at the student data and percentage of families attending the event.	
Person Responsible	Tricia Dowdell
Schedule	Quarterly, from 9/16/2014 to 6/3/2015
Evidence of Completion	Student data points on APTT assessments, Percentage of Parents who participated.

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

G1.B7.S1 Professional Development

Quick Keys: Goal: G051628, Barrier: B129887, Strategy: S141933

Strategy Rationale

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

Action Step 1	
Kagan Training for all teachers new to Friendship	
Person Responsible	Issella Vega
Schedule	On 9/5/2014
Evidence of Completion	Agendas, Sign In Sheets

Action Step 2	
Model Kagan Structures during Faculty Meetings and Professional Development Days	
Person Responsible	Maria Martoral
Schedule	Biweekly, from 8/12/2014 to 6/5/2015
Evidence of Completion	Agendas, Sign In Sheets, Power Points

Action Step 3	
Math Acaletics	
Person Responsible	Issella Vega
Schedule	On 9/12/2014
Evidence of Completion	Agenda, Sign In Sheets

Action Step 4	
AIMS Training	
Person Responsible	Issella Vega
Schedule	On 9/8/2014
Evidence of Completion	Agendas, PLC Notes, Sign In sheets

Action Step 5	
Response to Literature Training	
Person Responsible	Tricia Dowdell
Schedule	On 10/17/2014
Evidence of Completion	Agenda, Sign In Sheets

Action Step 6	
i-Ready Training on Data & Reports	
Person Responsible	Tricia Dowdell
Schedule	On 10/1/2014
Evidence of Completion	Agenda, Sign In, PD Points Sheet

Action Step 7	
Bob Cat Cubs Training for New & Second Year Teachers to Friendship	
Person Responsible	Jessica Aivazis
Schedule	Biweekly, from 8/4/2014 to 6/3/2015
Evidence of Completion	Agendas, Sign In Sheets

Action Step 8	
Olweus Anti-Bullying Program	
Person Responsible	Jessica Aivazis
Schedule	On 8/7/2014
Evidence of Completion	Agendas, Sign In Sheets

Action Step 9	
Waterford Training for Teachers in Grades K, 1 and 2	
Person Responsible	Tricia Dowdell
Schedule	On 9/30/2014
Evidence of Completion	Agendas, Sign In Sheets

Action Step 10	
Thinking Maps	
Person Responsible	Maria Martoral
Schedule	On 9/29/2014
Evidence of Completion	Agendas, Sign In Sheets

Action Step 11	
Interactive Notebooks	
Person Responsible	Issella Vega
Schedule	On 12/3/2014
Evidence of Completion	Agendas, Sign In Sheets, Professional Development Points, Exit Slips

Action Step 12	
Designing Engaging and Differentiated Lessons Within a Gradual Release Framework	
Person Responsible	Maria Martoral
Schedule	Every 2 Months, from 9/3/2014 to 3/4/2015
Evidence of Completion	Agendas, Sign In Sheets, Professional Development Points, Exit Slips

Action Step 13	
School Improvement	
Person Responsible	Jessica Aivazis
Schedule	Biweekly, from 9/3/2014 to 9/15/2014
Evidence of Completion	Agendas, Sign In Sheets, Professional Development Points, Exit Slips

Action Step 14	
Destiny, e-books & Culture Grams	
Person Responsible	Jody Adkins
Schedule	Quarterly, from 8/12/2014 to 6/5/2015
Evidence of Completion	Agendas, Sign In Sheets, Exit Slips

Action Step 15	
Eduphoria	
Person Responsible	Issella Vega
Schedule	Quarterly, from 8/12/2014 to 6/5/2015
Evidence of Completion	Agendas, Sign In sheets

Action Step 16	
SIPPs	
Person Responsible	Tricia Dowdell
Schedule	Quarterly, from 8/18/2014 to 6/5/2015
Evidence of Completion	Agendas, PLC Minutes, Sign In Sheets, Coaching Logs

Action Step 17	
Math Curriculum Map, Resources and VMT Training	
Person Responsible	Issella Vega
Schedule	On 10/7/2014
Evidence of Completion	Agendas, PLC Minutes, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Walk-Throughs and Observations	
Person Responsible	Maria Martoral
Schedule	Weekly, from 8/18/2014 to 6/3/2015
Evidence of Completion	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Walk-Throughs and Observations	
Person Responsible	Jessica Aivazis
Schedule	Weekly, from 8/18/2014 to 6/3/2015
Evidence of Completion	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Walk-Throughs and Observations	
Person Responsible	Tricia Dowdell
Schedule	Weekly, from 8/18/2014 to 6/3/2015
Evidence of Completion	Evidence of teachers implementing the professional development strategies in the classroom (ex: Kagan Structures, ISN's, Thinking Maps, iReady, iPads, etc.)

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Walk-Throughs and Observations	
Person Responsible	Issella Vega
Schedule	Weekly, from 8/18/2014 to 6/3/2015
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G1.B7.S1	
The faculty and staff are implementing the strategies they learned through the school provided professional development.	
Person Responsible	Maria Martoral
Schedule	Weekly, from 9/2/2014 to 6/3/2015
Evidence of Completion	Walk-throughs, observations, coaching feedback

Professional Development

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

G1. We will Implement strategies to increase student engagement with an emphasis on the use of instructional technology. As a result of increased student engagement, our academic achievement in Writing, Math and Science will also improve.

G1.B1 Lack of parental involvement

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

PD Opportunity 1

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

Facilitator

West Ed

Participants

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

Schedule

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

Evidence of Completion

Agendas, Sign in sheets

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

G1.B7.S1 Professional Development

PD Opportunity 1

Kagan Training for all teachers new to Friendship

Facilitator

Rick Duvall

Participants

New teachers to Friendship

Schedule

On 9/5/2014

Evidence of Completion

Agendas, Sign In Sheets

PD Opportunity 2

Response to Literature Training

Facilitator

Robin Alday

Participants

Teachers in Grades 3, 4 & 5

Schedule

On 10/17/2014

Evidence of Completion

Agenda, Sign In Sheets

PD Opportunity 3

i-Ready Training on Data & Reports

Facilitator

Mary Diez

Participants

All Instructional Staff

Schedule

On 10/1/2014

Evidence of Completion

Agenda, Sign In, PD Points Sheet

PD Opportunity 4

Interactive Notebooks

Facilitator

Michelle Miles

Participants

New teachers to Friendship

Schedule

On 12/3/2014

Evidence of Completion

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

PD Opportunity 5

Math Curriculum Map, Resources and VMT Training

Facilitator

Shelly Osterman

Participants

Teachers in Grades K-5

Schedule

On 10/7/2014

Evidence of Completion

Agendas, PLC Minutes, Sign In Sheets

Technical Assistance

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

Budget Rollup

Summary

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

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

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