



# Comprehensive Needs Assessment 2019 - 2020 School Report



**Hall County  
Friendship Elementary School**

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

### Leadership Team

	Position/Role	Name
Team Member # 1	Dr. Tracie Brack	Principal
Team Member # 2	Dr. Daniel Waxter	Assistant principal
Team Member # 3	Nicole Hill	Teacher Leader
Team Member # 4	Jane Coley	Teacher Leader
Team Member # 5	Brian Johnston	Teacher Leader
Team Member # 6	Tricia Barry	Media Specialist
Team Member # 7	Mitzi Howell	Teacher Leader

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Instructional Coach	Heather Wall
Team Member # 2	Instructional Coach	Suzanne Hood
Team Member # 3		
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

**Stakeholders**

	Position/Role	Name
Stakeholder # 1	Sullivan Hopkins	Parent
Stakeholder # 2	Sierra Couch	Parent
Stakeholder # 3	Johnny Brissey	Business Partner
Stakeholder # 4	Lauren Williams	Parent
Stakeholder # 5	Gwen Hosch	Paraprofessional
Stakeholder # 6	Heather Barrett	Central Office Staff
Stakeholder # 7	Holly Mauney	Pioneer RESA
Stakeholder # 8	Elizabeth Puckett	Pioneer RESA

<p><b>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</b></p>	<p>All stakeholders are surveyed often and have multiple opportunities to provide input. Some of these opportunities include, but are not limited to, monthly parent meetings, monthly school council meetings, monthly faculty meetings, and monthly school leadership team meetings. The ongoing meetings with stakeholders involve the review of updated federal, state, and local data. The Consolidated Needs Assessment process involved teachers, administrators, community members, business leaders, parents, and other support staff. The team carefully reviewed achievement data that included analysis from all subgroups populations. The team also reviewed perception data from stakeholder surveys, demographic data, and process data. The results of the data was used to determine areas of need and to complete the consolidated needs assessment. All of our teachers and stakeholders were given access to the complete CNA. Staff members met in their PLCs and discussed the CNA questions together. Following the discussion together, each team member completed the CNA in a google form. Once the answer were all in the google form, the leadership team looked at the rating for each area and discussed whether or not they felt the result was a true indication of where we are as a school. The leadership team reached agreement on the final responses for the CNA. Friendship will post the completed CNA and SIP to the our school website for all stakeholders to view. The completed CNA and SIP will also be accessible to the LEA via the SLDS platform.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	A systematic, collaborative process is used proactively for curriculum planning.  Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>2. Operational</b>	A systematic, collaborative process is used regularly for curriculum planning.  Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
<b>3. Emerging</b>	A collaborative process is used occasionally for curriculum planning.  Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>4. Not Evident</b>	A collaborative process is rarely, if ever, used for curriculum planning.  Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

<b>Curriculum Standard 2</b> -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.  These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
<b>2. Operational</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.  These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

<b>Instruction Standard 1</b> -Provides a supportive and well -managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

<b>Instruction Standard 2</b> -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

<b>Instruction Standard 3</b> -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
<b>2. Operational</b>	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	✓
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

<b>Instruction Standard 4</b> -Uses research based instructional practices that positively impact student learning		
<b>1. Exemplary</b>	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
<b>2. Operational</b>	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
<b>3. Emerging</b>	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students</b>		
<b>1. Exemplary</b>	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).  Remediation, enrichment, and acceleration are pervasive practices.	
<b>2. Operational</b>	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
<b>3. Emerging</b>	Some teachers differentiate instruction to meet the specific learning needs of students.	
<b>4. Not Evident</b>	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

<b>Instruction Standard 6 -Uses appropriate, current technology to enhance learning</b>		
<b>1. Exemplary</b>	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>2. Operational</b>	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
<b>3. Emerging</b>	Some staff members, students, or both use appropriate, current technology to enhance learning.	
<b>4. Not Evident</b>	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

<b>Instruction Standard 7</b> -Provides feedback to students on their performance on the standards or learning targets		
<b>1. Exemplary</b>	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
<b>2. Operational</b>	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
<b>3. Emerging</b>	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
<b>4. Not Evident</b>	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	✓
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>Instruction Standard 9</b> -Provides timely, systematic, data -driven interventions		
<b>1. Exemplary</b>	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
<b>2. Operational</b>	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
<b>3. Emerging</b>	Some students are provided extra assistance or needed support in a timely manner.	
<b>4. Not Evident</b>	Few, if any, students are provided extra assistance or effective support in a timely manner.	



Coherent Instruction Data

<b>Assessment Standard 1</b> -Aligns assessments with the required curriculum standards		
<b>1. Exemplary</b>	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
<b>2. Operational</b>	Most assessments are aligned with the required curriculum standards.	✓
<b>3. Emerging</b>	Some assessments are aligned with the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any, assessments are aligned with the required curriculum standards.	

<b>Assessment Standard 3</b> -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
<b>1. Exemplary</b>	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
<b>2. Operational</b>	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
<b>3. Emerging</b>	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
<b>4. Not Evident</b>	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

<b>Assessment Standard 4</b> -Implements a process to collaboratively analyze assessment results to adjust instruction		
<b>1. Exemplary</b>	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
<b>2. Operational</b>	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
<b>3. Emerging</b>	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
<b>4. Not Evident</b>	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

<b>Leadership Standard 3</b> -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
<b>1. Exemplary</b>	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
<b>2. Operational</b>	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
<b>3. Emerging</b>	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
<b>4. Not Evident</b>	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

<b>Leadership Standard 4</b> -Uses processes to systematically analyze data to improve student achievement		
<b>1. Exemplary</b>	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
<b>2. Operational</b>	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
<b>3. Emerging</b>	Some processes are in place and used occasionally to analyze data to improve student achievement.	
<b>4. Not Evident</b>	Few, if any, processes are in place to analyze data to improve student achievement.	

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

<b>Leadership Standard 6</b> -Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

<b>Leadership Standard 7</b> -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

<b>Planning and Organization Standard 2</b> -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

<b>Planning and Organization Standard 3</b> -Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.  School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
<b>2. Operational</b>	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.  In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

<b>Leadership Standard 5</b> -Builds leadership capacity through shared decision-making and problem-solving		
<b>1. Exemplary</b>	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1</b> -Aligns professional learning with needs identified through analysis of a variety of data		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	
<b>2. Operational</b>	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	



Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
<b>3. Emerging</b>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	
<b>4. Not Evident</b>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
<b>2. Operational</b>	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	✓
<b>3. Emerging</b>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	
<b>4. Not Evident</b>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia’s Family Connection Partnership’s [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
<b>3. Emerging</b>	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
<b>4. Not Evident</b>	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

<b>Family and Community Engagement Standard 5</b> -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

<b>Family and Community Engagement Standard 6</b> -Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

<b>Instruction Standard 8</b> -Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

<b>School Culture Standard 1</b> -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.  These rules, practices, and procedures are continually monitored and revised as needed.	
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	✓
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

<b>School Culture Standard 2</b> -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

<b>School Culture Standard 3</b> -Establishes a culture that supports the college and career readiness of students		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
<b>2. Operational</b>	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
<b>3. Emerging</b>	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	



Supportive Learning Environment Data

<b>School Culture Standard 4</b> -Supports the personal growth and development of students		
<b>1. Exemplary</b>	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
<b>2. Operational</b>	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
<b>3. Emerging</b>	The school staff sporadically supports the personal growth and development of students.	
<b>4. Not Evident</b>	The school staff does little to support the personal growth and development of students.	
<b>School Culture Standard 5</b> -Recognizes and celebrates achievements and accomplishments of students and staff		
<b>1. Exemplary</b>	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.  The celebrations are publicized within the school and to the community and support the culture of the school.	✓
<b>2. Operational</b>	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
<b>3. Emerging</b>	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
<b>4. Not Evident</b>	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p><b>What perception data did you use?</b></p>	<p>Georgia Student Health Surveys, Georgia Parent Surveys, Georgia School Personnel Surveys, Principal and Assistant Principal LKES surveys, Climate data from Georgia DOE.</p>
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<p><b>What does the perception data tell you?</b></p>	<p>In previous years, Friendship Elementary has had a Climate STAR rating of 4 out of 5. This past year, the STAR climate rating was a 5. Teachers, parents, students feel safe and respected in the school. Administrators and teachers continually monitor instructional strategies and assessment data in order to improve instruction in order to improve student achievement and success. Parents and teachers indicate their lowest level of satisfaction with facilities i.e. amount of parking, car rider line, and playground location.</p>
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<p><b>What process data did you use?</b></p>	<p>Friendship Elementary stakeholders used various sources of process data. Process data included, but was not limited to, School leadership team agendas, PLC meeting agendas, Boot Camp for students, Professional Learning agendas from sessions with literacy and math experts, TKES and LKES data. In looking at data from TKES observations and student achievement, we have noted that the faculty needs job embedded Professional learning in the area of instructional strategies and best practices in the classroom. The faculty will benefit from the instructional support that an instructional coach will be able to provide. An instructional coach will be able to provide professional learning and follow up with support in the classroom. Teachers will have access to the academic expertise of an instructional coach at all times.</p>
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<p><b>What does your process data tell you?</b></p>	<p>All staff members participate in PLCs twice monthly and Professional Learning Sessions once each month. Upon the removal of instructional coaches in non-title schools, teachers at Friendship lacked a process to remain current with the most impactful research based strategies and instruction, in order to increase student achievement. The addition of instructional coaching for teachers has provided growth and guidance instructionally.</p>
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<p><b>What achievement data did you use?</b></p>	<p>We analyzed achievement data that included EOG data, PPPA data, Lexile scores, 5thgrade writing scores, Math fluency scores, DRA scores, CCRPI data, and common assessment data.</p>
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<p><b>What does your achievement data tell you?</b></p>	<p>The achievement data at Friendship Elementary indicates that our students are not succeeding at a high level. There is an achievement gap between our students of different ethnicities and different socioeconomic levels. As standardized assessments have converted from paper to computer, many of our economically disadvantaged students have experienced more of a hardship because of lack of access to technology at home.</p>
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<p><b>What demographic data did you use?</b></p>	<p>Friendship Elementary stakeholders considered various sources of demographic data including enrollment, attendance, race, gender, ethnicity, students with disabilities, English learners, economically disadvantaged, school climate rating, and free and reduced lunch percentage data over the past decade.</p>
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<p><b>What does the demographic data tell you?</b></p>	<p>In the past ten years, the free and reduced lunch percentage has changed dramatically from 25% in 2007 to 53% in 2018. This demographic shift has created challenges for the teachers and students. Teachers and administrators have noticed a decrease in parent engagement and student motivation to complete schoolwork.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Currently, our grade levels have common planning. However, the team notes that we need to be more intentional about dissecting data, participating in deliberate collaboration that looks more like PLC's, and administering and discussing common assessments which lead to research based instructional strategies that support the growth of all students. In looking at data from TKES observations and student achievement, we have noted that the faculty continues to need job embedded professional learning in the area of instructional strategies and best practices in the classroom. The faculty benefits from the instructional support that the instructional coaches provide. The instructional coach will continue to provide professional learning and essential follow up with support in the classroom. Teachers will have access to the academic expertise of an instructional coach at all times.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The SIP is in alignment with the District Balanced Scorecard. PLCs, TKES, and LKES goals will be aligned with the SIP.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>For the 2019-2020 school year we are focused on the full implementation of Professional Learning Communities, effective professional development to address student needs, and providing instructional support to all staff members. Staff members are eager to learn and implement strategies, however, through looking at data from TKES observations and student achievement, we have noted that the faculty needs job embedded Professional learning in the area of instructional strategies and best practices in the classroom. The faculty will continue to benefit from the instructional support that an instructional coach provides. An instructional coach will be able to provide professional learning and follow up with support in the classroom. Teachers will have access to the academic expertise of an instructional coach at all times.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Family and community engagement trends have been on a downhill slope the past few years. However, our new leadership team is working to engage our parents and give them reasons to come to the school.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team noted that our school population has changed over the last 10 years. In 2007 the percentage of free and reduced lunches was 25%. In 2018, the number had increased to 53%. We are becoming more proficient in the instruction of students from all socioeconomic backgrounds.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The demographics of Friendship Elementary school have changed and become more financially and ethnically diverse. Our EL population has almost doubled in the past 3 years and is currently at 11% with over 30 different languages represented within our school. The number of students who are in need of free or reduced meals have also increased and doubled over the last decade. Students need more support at school and are entering kindergarten with tremendous need. Teachers and administrators recognize that we have to look at new and different ways to meet our students where they are and respond to not only their academic needs, but also social and emotional needs as well. We will participate in ongoing professional learning with a focus on best practices that best meet the needs of our ever-changing student population.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Friendship Elementary needs to work on closing the achievement gap and increasing student performance for all students. We are implementing some basic fluency benchmarks and expectations for all grades. As a leadership team, we have determined the non-negotiable aspects of instruction in each classroom at FES. For example, each grade has a math campaign and a reading campaign and they share the expectations, results, and growth with parents. Each grade is examining standards and expectations, sharing those expectations with parents and students, and enabling them to self monitor their growth.</p>

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<b>Strengths</b>	Our leadership team is leading the way to learn about students of poverty and how to reach them. Our special education team is exceptionally strong and our teacher of EL students is a missionary in her field. We have people who are passionate about reaching children where they are and teaching them to where they need to be.
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<b>Challenges</b>	Many staff members are overwhelmed by lack of support at home and from home. Low reading levels, low math fluency levels, writing an opinion paragraph scores are low across the board.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	As a school, we need to increase parent involvement.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	Increase MATH scores on EOG in 3rd, 4th, 5th. Increase math fluency and problem solving in all grades.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 3

Overarching Need # 3

Overarching Need	Increase ELA scores on EOG in 3rd, 4th, 5th. Increase reading fluency and comprehension in all grades.
How severe is the need?	Low
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 4

Overarching Need	Increase writing competency in all grades.
How severe is the need?	Low
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - As a school, we need to increase parent involvement.**

**Root Cause # 1**

Root Causes to be Addressed	Lack of family and community resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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**Root Cause # 2**

Root Causes to be Addressed	Lack of intentionally inviting parents to events that directly involve their students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
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**Overarching Need - Increase MATH scores on EOG in 3rd, 4th, 5th. Increase math fluency and problem solving in all grades.**

## Root Cause # 1

Root Causes to be Addressed	Students present a deficiency in math fact fluency in all operations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Students have difficulty applying math concepts in problem solving.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Cause # 3

Root Causes to be Addressed	Students are not able to explain their mathematical thinking verbally or by written expression.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - Increase ELA scores on EOG in 3rd, 4th, 5th. Increase reading fluency and comprehension in all grades.**

Root Cause # 1

Root Causes to be Addressed	Students' academic and social vocabulary is limited (both spoken and written).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students lack phonics skills to decode new words.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Responsive teaching (diagnosing and addressing students' individualized needs) is not consistent across the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - Increase writing competency in all grades.**

Root Cause # 1

Root Causes to be Addressed	Students lack of organization and ideas prevent on-grade-level writing.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students struggle with stamina (write few sentences, short amount of time)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Responsive teaching (diagnosing and addressing students' individualized needs) is not consistent across the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 3

Impacted Programs	Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Students are deficient in typing skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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# School Improvement Plan 2019 - 2020



## Hall County Friendship Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Friendship Elementary School
Team Lead	Dr. Tracie Brack

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)



2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	As a school, we need to increase parent involvement.
Root Cause # 1	Lack of family and community resources.
Root Cause # 2	Lack of intentionally inviting parents to events that directly involve their students.
Goal	During the 2019-2020 school year, the participation rate in the Georgia Parent survey will increase from a raw number of 105 participants to 130 participants.

Action Step # 1

Action Step	Implement PTO MAKE and TAKE nights (parents will have resources available to create math games or reading resources for students to use at home)
Funding Sources	Title I, Part A Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Meeting minutes and sign in sheets.
Position/Role Responsible	Teachers, administrators, PTO
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide workshops for parents that will help them support their child's academic success.
Funding Sources	Title I, Part A Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Newsletters and advertisement
Position/Role Responsible	Administrators and support teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase MATH scores on EOG in 3rd, 4th, 5th. Increase math fluency and problem solving in all grades.
Root Cause # 1	Students are not able to explain their mathematical thinking verbally or by written expression.
Root Cause # 2	Students present a deficiency in math fact fluency in all operations.
Root Cause # 3	Students have difficulty applying math concepts in problem solving.
Goal	During the 2019-2020 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the Math EOG Milestones.

Action Step # 1

Action Step	Monitor instructional practices through TKES and informal walk-throughs.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	TKES walk -throughs and observations
Position/Role Responsible	Administrators
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Targeted professional learning in the area of math through the hiring of a school instructional coach.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Professional Learning minutes, agendas, data, sign in sheets
Position/Role Responsible	Administrators, teacher leaders, instructional coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Empowering students to self monitor their math fluency growth.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	weekly student data sheets, monthly data chats
Position/Role Responsible	Teachers, counselor, administrators, instructional coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement supports for student academic success that include instructional extension, Title I summer school, and a summer transition camp for rising kindergarten students.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Baseline data, pre assessment data, post assessment data, kindergarten screeners
Position/Role Responsible	Administrators, teachers, instructional coach
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase ELA scores on EOG in 3rd, 4th, 5th. Increase reading fluency and comprehension in all grades.
Root Cause # 1	Responsive teaching (diagnosing and addressing students' individualized needs) is not consistent across the school.
Root Cause # 2	Students lack phonics skills to decode new words.
Root Cause # 3	Students' academic and social vocabulary is limited (both spoken and written).
Goal	During the 2019-2020 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the EOG ELA Milestones.

Action Step # 1

Action Step	Implement Fountas & Pinnell Phonics, Spelling, and word study in grades K-3, in order to increase vocabulary and phonics understanding.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Student Data, TKES observations, professional learning documentation
Position/Role Responsible	Teachers, instructional coach, administrators
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Targeted professional learning in the area of vocabulary development and reading instruction through hiring an instructional coach.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Agendas, materials, and sign in sheets from collaborative planning and professional learning sessions.
Position/Role Responsible	Teachers, administrators, instructional coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Monitor Student growth through Data Chats, Data Notebooks and PLC's and respond by modifying instruction.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 3

Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	data notebooks, PLC minutes and notes, learning targets, data chat minutes
Position/Role Responsible	Teachers and administrators
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement supports for student academic success that include instructional extension, Title I summer school, and a summer transition camp for rising kindergarten students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Pre and post assessments, EOG data, common assessment data
Position/Role Responsible	Administrators, counselor, instructional coach, teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase writing competency in all grades.
Root Cause # 1	Students are deficient in typing skills.
Root Cause # 2	Students struggle with stamina (write few sentences, short amount of time)
Root Cause # 3	Responsive teaching (diagnosing and addressing students' individualized needs) is not consistent across the school.
Root Cause # 4	Students lack of organization and ideas prevent on-grade-level writing.
Goal	During the 2019-2020 school year, increase by 3% the number of students performing at or above proficiency in grades 3-5 as measured by the EOG ELA Milestones.

Action Step # 1

Action Step	Targeted professional learning in the area of writing organization and conventions through the hiring of an instructional coach.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	professional learning minutes, agendas, and sign in sheets. Data indicating a growth in the area of writing. Common writing assessments
Position/Role Responsible	Teachers, administrators, instructional coaches
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Increase availability and use of technology school wide and enhance typing instruction in the computer lab.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Technology resources that will enhance student typing ability.
Position/Role Responsible	Computer lab monitor, teachers,
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p><b>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</b></p>	<p>Friendship Elementary School has involved all of its teachers, paraprofessionals, support personnel, and school leaders in developing this comprehensive needs assessment and the school improvement plan that evolved from the many meetings and gathered data. During the preliminary process, all teachers were able to self-select one of the five systems around which the plan revolve and work through rubrics and artifacts/proof of current levels. Individuals were chosen from academics and specials to attend the system leadership retreat, where time was spent focusing upon the process we would follow to involve our school stakeholders. Teachers and support staff worked in their Professional Learning Communities to give more input about all of the systems to the School Leadership Team (SLT) could conduct the root cause analysis and find our top priorities for improvement. As each of the priorities emerged, SLT members were invited to give feedback, question, amend and create further steps in the plan. During the Parent Input meeting, attendees were also able to address the top priorities or offer additional concerns.</p> <p>Friendship will post the completed CNA and SIP to the our school website for all stakeholders to view. The completed CNA and SIP will also be accessible to the LEA via the SLDS platform.</p>
<p><b>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>Friendship Elementary School believes that we are highly responsible for the future of our community and much of that future depends on providing quality instruction in every classroom. Friendship Elementary has no teachers who are teaching outside of their fields of certification nor any first-year teachers this year. As for inexperience, of the 42 certified staff members at Friendship, the average years of teaching experience is 17. Teachers new to FES and within their first two years receive a new teacher packet of Friendship spirit items, they partner with a selected mentor, and attend monthly meetings in order to offer support and so that they develop classroom management and content knowledge to the depth needed to prepare children for higher education. Teachers work in professional learning communities weekly. Teachers have also received additional professional learning on the writing and reading strategies of Jennifer Seravallo. Teachers have received introductory training on Fountas and Pinnell Phonics and vocabulary instruction for students. Teachers have also received professional development in the area of math problem solving and vocabulary with Suzanne Hood. Problem Solving provides an opportunity to engage students organically in real life mathematics. Students would use open-ended problems that promote reasoning and communication. Teachers would use a standards based rubric to assess a student's ability to use problem solving with the mathematical criteria of Problem Solving, Reasoning and Proof, Communication,</p>

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Connections and Representation. Teachers will collaborate in the Professional Learning Community to calibrate their assessment practices with their classroom samples. All teachers have participated in AEX. AEX (Aerospace Education Excellence) participants receive numerous full-color books and manipulatives that feature standards-driven aerospace/STEM activities. The requirements for full implementation are simple: complete six aerospace/STEM activities and one two-hour or longer field experience \* (space day, rocket, hot air balloon, or airplane launches, trip to the airport or an aerospace museum, etc.). Completion of the requirements earns a beautiful wooden teacher plaque plus color certificates for all students involved. The activities are designed to fit into any curriculum. Schools' state-approved curriculum may replace or supplement the AEX activities created for this program. This program has the added benefit of STEM kits, which are provided at no cost. The kits include the following: Weather Station, Astronomy, Flight Simulator, Quadcopter, Robotics, Rocketry, Model and Remote Control Aircraft.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

The Title I program at Friendship Elementary is a school wide program, where ALL children benefit from research-based instructional strategies and heterogeneous groupings within subject areas beyond the mathematics. Teachers plan for variance in learning needs, and are able to address quite a range through blended learning methods. Mathematics classes have a full range of manipulatives and other such devices to help students gain the conceptual knowledge at the concrete level rather than simply memorizing algorithms. Throughout the school, we are focusing upon student-centered classrooms, so student work is facilitated by teachers who should progress monitor and provide scaffolding and support to those in need. Teachers are involved in Professional Learning Communities (DuFour and Eaker) and use student data in order to modify instruction. All teachers are involved in job embedded professional learning to improve instructional strategies (Jennifer Seravallo). Leadership Team has also been involved in a book study **Understanding and working with Students and Adults from Poverty by Ruby Payne, Ph.D.** To understand and work with students and adults from generational poverty, a framework is needed. This analytical framework is shaped around these basic ideas:

- Each individual has eight resources which greatly influence achievement; money is only one.
- Poverty is the extent to which an individual is without these eight resources.
- The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middle class hidden rules.
- Language issues and the story structure of casual register cause many students from generational poverty to be unmediated, and therefore, the cognitive structures needed inside the mind to learn at the levels required by state tests have not been fully developed.
- Teaching is what happens outside the head; learning is what happens inside the head. For these students to learn, direct teaching must occur to build these

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>cognitive structures.</p> <ul style="list-style-type: none"> <li>• Relationships are the key motivators for learning for students from generational poverty</li> </ul>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>not applicable</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>FES will support, coordinate, and integrate services with early childhood programs as the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. The following strategies will assist with this transition:</p> <p>Kindergarten teachers will assess children who register for kindergarten to determine strengths and areas of need. They will use this information to determine instructional goals for students beginning their kindergarten year. Kindergarten teachers will host Kindergarten Registration in the spring. Parents can register their children early; take a tour of the facility; and preview the curriculum. This also gives the parents an opportunity to ask questions and share concerns about their young children.</p> <p>Kindergarten teachers prepare and distribute a packet of information that contains kindergarten expectations, summer practice, and early reading materials. The children are able to work through the packet with their parents during the summer and become familiar with the type of information they will need to learn (i.e. Shapes, colors&amp;hellip;).</p> <p>Kindergarten students are invited to Future Falcon Transition Camp for one week in July, to prepare for school, and to practice readiness skills with teachers and paraprofessionals.</p> <p>Select teachers meet with PreK service providers for special education students</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>transitioning to FES.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Not applicable.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>FES supports the efforts of school staff to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. FES staff and students reinforce the Falcon Four Talons (Respect, Responsibility, Honesty, and Service to Others) daily. Reinforcing these character traits helps limit the need for disciplinary referrals. Teachers and staff work to build relationships with parents and students in order to understand student's behavior. We have a team of teachers who have been trained on PBIS, which we will implement more fully during the 2018-2019 school year. PBIS is a research based positive behavior plan that encourages students to demonstrate positive behaviors and encourages staff members to recognize the positive behaviors.</p>	
	<p><b>Level ONE</b></p> <p><b>IN CASE OF SEVERE BEHAVIOR</b>, go directly to level 4- office referral</p>	<p><b>Classroom</b> –Teacher begins behavior log.</p> <ul style="list-style-type: none"> <li>● Verbal warning or note home</li> <li>● Individual behavior monitoring plan if applicable – some teachers have clips – child moves clip etc&amp;hellip;.</li> <li>● Loss of recess time</li> <li>● Suspension of ice-cream privilege for the day</li> <li>● <b>Parent Contact by phone before entering into level two</b> –parent needs to know that, with the next misbehavior, you will initiate a "time-out" consequence.</li> </ul>
	<p><b>Level TWO</b> –</p>	<p><b>Time-Out</b> –Teacher continues classroom</p>

		<p>behavior plan</p> <ul style="list-style-type: none"> <li>• Time out in discipline buddy room or in isolated area in classroom</li> <li>• Create behavior report card via InterventionCentral.com (if recurring)</li> </ul>
	<p><b>Level THREE</b></p>	<p><b>Referral to Office</b>(Note: Reference the Referable/Non-referable chart for help.</p> <p><b>Students should not be referred to the office unless a phone contact has been made or unless a face to face conference has occurred.</b></p> <p><b>Protocol for Administrative Action</b>  <b>1st offense</b>– Administrator calls parents and issues warning to student.  <b>2nd offense</b>– Administrator calls parents and initiates an additional consequence such as a time-out in the office, no recess, etc&amp;hellip;..  <b>3rd offense</b> –Administrator calls parents and initiates an additional consequence such as time-out in office, parent pick up, suspension until parent conference/call.  <b>4th offense</b> –Suspension (<b>until parent conference, in-school, parent pick-up, or short term suspension</b>)</p>
	<p><b>Level FOUR</b></p>	<p><b>Severe Behavior</b>will result in automatic referral to the office. Severe behaviors includes fighting, blatant disrespect or defiance of a teacher, possession of weapons, possession of illegal substances, etc&amp;hellip;&amp;hellip;if in doubt, call or ask.</p> <p><b>Severe behavior will result in one or more of the following consequences:</b></p> <ul style="list-style-type: none"> <li>• Administrator call to parents for immediate pick-up</li> <li>• Suspension until parent conference or short term suspension (1-5 days)</li> <li>• In-school suspension with administrator or teacher leader for following school day (work must be prepared and sent by teacher by 7:45 of the day of in-school suspension assignment).</li> </ul>
	<p><b>Level FIVE</b></p>	<p><b>Repeat offenders:</b>(Children with 5 or more referrals)</p>

		<ul style="list-style-type: none"> <li>● Upon <b>fifth</b> office visit, parents will be required to attend a conference with the administrator and teacher (suspended until parent conference).</li> </ul>
<p><u>Classroom Management</u></p> <p>When should I refer a student to the office?</p>		
<p>Referable Offenses</p>		<p>Non-referable Offenses</p>
	<ol style="list-style-type: none"> <li>1. Blatant Defiance (refusal to respond to request etc&amp;hellip;.)</li> <li>2. Profanity</li> <li>3. Inappropriate physical contact ( fighting, rough pushing, differentiation - age will be considered when disciplinary action is taken – counseling may be given)</li> <li>4. Threats of physical harm or property damage –this includes bathroom vandalism, playing etc&amp;hellip;.</li> <li>5. Theft</li> <li>6. Possession of weapon or controlled substance</li> </ol>	<ol style="list-style-type: none"> <li>1. Mild defiance – (walking on the grass when you said not to, chewing gum when you said not to etc&amp;hellip;..small things that can be handled by moving a clip or using other Level One or Level Two consequences)</li> <li>1. Mild physical contact – not keeping hands to self&amp;hellip;..playful pushing that is not rough, angry etc&amp;hellip;use your discretion).</li> <li>1. Talking- call home</li> <li>1. Sleeping – call home</li> <li>1. Lack of homework, textbooks, or supplies (unless you have contacted parents and have tried Level One and Level 2 strategies already with no effect– if so, then refer to office for <b>defiance</b>).</li> </ol>
<p><b>Administrators will issue ISS.</b></p> <p><b>ISS work requirements:</b>Students must have assignments for the amount of time they will be in ISS. If the assignments are unclear or if there is not enough work the student may be sent back to class.</p> <p><b>ISS friendly classrooms:</b>Dr. Waxter and Dr. Brack each have at least 3 days each month they are at meetings. As instructional leaders, they need to be in classrooms, in the cafeteria, visible in the building supporting teachers and students. When a student is in ISS,</p>		



	<p>often Julie and Tina end up trying to corral students who make bad choices, while doing their jobs in the front office. Previously, if I had a K or 1stgrade student who needed ISS I would send them to a 4thor 5thgrade classroom and vice versa. I would move 2ndand 3rdgrade students to upper grades or lower grades depending on the student. ISS friendly classrooms ensure that students have proper supervision, students are able to use the restroom when necessary, and students are able to eat lunch. Students serving ISS in the classrooms of other teachers also ensures that teachers provide enough work for their students.</p>
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ADDITIONAL RESPONSES

<p><b>8 Use the space below to provide additional narrative regarding the school’s improvement plan</b></p>	<p>Friendship elementary addresses the needs of our students through a school level counseling program in which the counselor visits classrooms and provides tier I instruction to all students regarding problem solving, good touch-bad touch, bullying, etc. The counselor and school social worker collaborate in order to more specifically assist students who need more intense intervention and support. We provide parents and students with resources including outside counseling services, outside agencies. We have a local church who is a partner in education with us and they send many of their members to work with our students, read with our students, and mentor some of our most needy students. Local organizations provide us with Backpacks of Love so that some of our families lacking food resources are able to eat over the weekend.</p> <p>Using our CCRPI data and other data sources, our leadership team created out Professional development plan which included job embedded professional development for teachers that will directly influence instruction and therefore, student achievement. The leadership team is also reading a book by Ruby Payne titled, Understanding Poverty, as a book study. The entire faculty will read the book and study it during the 2018-2019 school year.</p> <p><b>Needs Assessment Summary (as described on the Process for Managing attachment):</b></p> <ol style="list-style-type: none"> <li>1. Student Achievement</li> <li>2. Professional Capacity: Professional Learning</li> <li>3. Coherent Instructional System: Instruction and Assessment</li> <li>4. Family and Community Engagement</li> </ol> <p><b>List of Professional Learning Priorities (4 maximum):</b></p> <ol style="list-style-type: none"> <li>1. Guidance, participation, and engagement in a Professional Learning Community in order to create more collaborative instructional communities within the school.</li> <li>2. Job-embedded professional learning to meet the needs of diverse learners.</li> <li>3. Professional learning for teacher and leader development.</li> <li>4. Technology integration on instructional planning and instruction.</li> </ol> <p><b>Proposed Activities</b></p> <ol style="list-style-type: none"> <li>1. Substitutes for Problem solving Professional Development Lab Lessons with Suzanne Hood.</li> </ol>
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ADDITIONAL RESPONSES

	<p>2. Substitutes for staff participating in Professional Learning in Technology integration with teacher leaders</p> <p>3. Substitutes for staff participating in Professional Learning in Lab Lessons with instructional coaches.</p>
	<p>Friendship Elementary invites all parents to attend an annual parent and family engagement input meeting, during Spring, to review and revise this parent and family engagement policy, as well as the school/district consolidated needs assessment, school/district improvement plans, school-parent compact, and the parent and family engagement budget. Additionally, our school welcomes parent input and comments at any time during the school year regarding this plan. All parent feedback received during the school year will be used to revise the plan for the next school year. The plan is posted on our school website for parents to view and post feedback throughout the year. We also distribute an annual survey online and make paper copies available for their suggestions on the plan and the use of funds for family engagement. Parent and family members can also give feedback to our School Council members and at parent meetings and activities during the school year.</p> <p>Friendship Elementary has two school administrators who were formally Spanish teachers, therefore, we have an increased understanding of the importance of English Language learning and some of the challenges for second language learners. Our parent liaison and EL teacher conduct meetings each month in order to educate and engage the parents of our EL students. Some of the categories include, but are not limited to, strategies for learning sight words, internet safety, community resources available, and summer reading programs.</p> <p>Friendship Elementary will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals. We will –</p> <ul style="list-style-type: none"> <li>● <i>Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school website, and included in the monthly school newsletter for all parents. Partner with the 9th District Pre-K to share school information about parent engagement activities that will help prepare parents and their child for kindergarten and improve school transition.</i></li> <li>● <i>Participate in Canvas professional development modules at least three times a year to educate the staff on parent involvement and parent engagement.</i></li> <li>● <i>Communicate with all families and the community on a regular bases regarding school-wide events and activities, such as phone messages, social media, and flyers.</i></li> <li>● <i>Offer multiple parent meetings/trainings at convenient times; and provide transportation, child care, or home visits if necessary.</i></li> </ul>

## ADDITIONAL RESPONSES

- *Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.*
- *Communicate with parents about academic assessments and provide results and interpretation of testing.*
- *Use our Partners in Education, School Council, and Parent Engagement Committee to improve awareness of the activities and events listed in the parent and family engagement policy.*
- *Listen and respond to parent requests for additional support for parent and family engagement activities.*