



School Improvement Plan 2023 - 2024



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	Abigail Celli
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

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 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	Increase literacy proficiency
Root Cause # 1	Students lack phonics skills to decode new words.
Root Cause # 2	Inconsistent collaboration/data analysis that informs productive professional development
Root Cause # 3	Responsive teaching and timely feedback (diagnosing and addressing students' individualized needs) is not consistent across the school.
Root Cause # 4	Students present a literacy deficiency.
Goal	By the end of FY 2024, the percentage of students scoring in the 21st percentile rank or below range in kindergarten through fifth grade will decrease by 2% on the ELA MAP assessment.

Action Step # 1

Action Step	Teachers will implement supplemental intervention resources such as Heggerty Reading Curriculum Phonemic Awareness and IMSE Orton Gillingham multisensory phonics, and Open Up Resources for intervention for students.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Observation Data
Method for Monitoring Effectiveness	MAP, Milestones, Class Grades
Position/Role Responsible	Teachers, Instructional coach, administrators
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, 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	Parents will be invited to school hosted events to discuss strategies and provide resources to promote literacy at home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family Engagement Feedback Surveys Family Engagement Sign-in Sheets Agendas
Method for Monitoring Effectiveness	Growth in literacy scores on MAP
Position/Role Responsible	Administrators, Homeroom Teachers, Instructional Coach
Timeline for Implementation	Yearly

What partnerships, if any, 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

What partnerships, if any, 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	Title I Summer School will be offered for students based on data.
Funding Sources	Title I, Part A McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Parent letters and Summer School Enrollment data. Multiple Selection Criteria
Method for Monitoring Effectiveness	Student Achievement and Growth Data
Position/Role Responsible	Teachers, Counselors, Administrators
Timeline for Implementation	Yearly

What partnerships, if any, 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	Provide Instructional Coach and Intervention Teachers to support teachers and students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations, Student math MAP and GMAS data, Sign in sheets for PL PL Agendas
Method for Monitoring Effectiveness	MAP Growth report, analysing student work
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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 # 5

Action Step	We will purchase supplies, equipment, leveled texts, technology, and software that increase student achievement and engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations, Student math MAP and GMAS data, Sign in sheets for PL Agendas
Method for Monitoring Effectiveness	MAP Growth report, analysing student work
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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 # 6

Action Step	Teachers will use assessment data to co-plan with their grade level, the instructional coach, and administration in order to effectively confer with students and give constructive feedback and positive incentives.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership

Action Step # 6

Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observational data
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Administrators, homeroom teachers, instructional coach
Timeline for Implementation	Quarterly

What partnerships, if any, 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 numeracy proficiency
Root Cause # 1	Students have difficulty applying math concepts in problem solving.
Root Cause # 2	Students lack fact fluency.
Root Cause # 3	There are inconsistencies in the implementation of strategies and best practices taught in Professional Development sessions
Goal	By the end of FY 2024, the percentage of students scoring in the 21st percentile rank or below range in kindergarten through fifth grade will decrease by 2% on the Math MAP assessment.

Action Step # 1

Action Step	Teachers will complete a data dig to determine specific student needs and possible interventions using MAP data.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Formal and informal observations (TKES) MAP and BEACON data, End of unit assessments, 5 lesson Components, Rounding and scorekeeping
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Administrators, all teachers and Instructional coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, 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	Teachers will use assessment data to co-plan with their grade level and the instructional coach and confer with students to provide constructive feedback and positive incentives.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Teachers will use assessment data to co-plan with their grade level and the instructional coach.
Method for Monitoring Effectiveness	MAP, GMAS, Class Grades, Common Assessments
Position/Role Responsible	Teachers, administrators, instructional coach, TOSAs
Timeline for Implementation	Weekly

What partnerships, if any, 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	Parents will be invited to school hosted events to discuss strategies and provide resources to promote math skills at home.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Title I agendas and sign ins, feedback surveys
Method for Monitoring Effectiveness	growth in math MAP scores
Position/Role Responsible	Administrators, teachers, instructional coach, parents
Timeline for Implementation	Yearly

What partnerships, if any, 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 # 4

Action Step	Title I Summer School will be offered to students, based on data.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Summer School Enrollment, Parent Responses; Multiple Selection Criteria Sheet
Method for Monitoring Effectiveness	Student achievement and growth data
Position/Role Responsible	teachers, counselor, administrators
Timeline for Implementation	Yearly

What partnerships, if any, 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 # 5

Action Step	Provide Instructional Coach and Intervention Teachers to support teachers and students during math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations, Student reading levels, Sign in sheets for PL
Method for Monitoring Effectiveness	MAP Growth report, GMAS, Analyzing student work
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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 # 6

Action Step	We will purchase supplies, equipment, leveled texts, technology, and software to increase numeracy through student engagement in authentic intellectual work.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations, Student reading levels, Sign in sheets for PL

Action Step # 6

Method for Monitoring Effectiveness	MAP Growth report, GMAS, Analyzing student work
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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 # 7

Action Step	Students will participate in problem solving activities in a STEAM specials class that integrates math and science standards.
Funding Sources	Title II, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Observational Data, Math and Science MAP scores.
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Administrator, Agriculture Teacher, Instructional Coach, Homeroom Teachers
Timeline for Implementation	Weekly

Action Step # 7

<p>What partnerships, if any, 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)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease office referrals
Root Cause # 1	Students lack coping skills when faced with adversity
Root Cause # 2	Students lack the emotional vocabulary to communicate needs and emotions appropriately
Root Cause # 3	Teachers lack deescalation training and the emotional vocabulary to address dysregulated students.
Goal	By the end of FY 2024, students will learn coping strategies to reduce the number of referrals by 5%.

Action Step # 1

Action Step	Teachers will deliver PBIS lessons for the first 2 weeks of school and will teach individual lessons each week.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS/SWISS Data, SEL/SEED Lab observations, Infinite campus
Method for Monitoring Effectiveness	fewer referrals to administrator/counselor for emotional dysregulation
Position/Role Responsible	teachers, counselor, administrator
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, 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	PBIS team will refine and enlarge the classroom matrices to be a prominent visual for all students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS data, rounding and scorekeeping
Method for Monitoring Effectiveness	fewer office referrals for emotional dysregulation/student incivility
Position/Role Responsible	Administrators, counselor, instructional coach, teachers
Timeline for Implementation	Yearly

What partnerships, if any, 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	SEAD Lab will function to support students in Social Emotional Development.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	SEED Lab logs, data, and observations
Method for Monitoring Effectiveness	Reduced number of behavior referrals
Position/Role Responsible	teachers, paras, Administrators, Counselor
Timeline for Implementation	Monthly

What partnerships, if any, 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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>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).</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 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>
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<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.</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. All Friendship Elementary teachers are teaching in their field of certification. 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 academically prepare children. Teachers work in professional learning communities monthly. 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. Many 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, 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</p>
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	<p>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.</p>
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<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>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).</p>
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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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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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&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 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; andIncreased 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 continue to implement and develop during the 2022-2023 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>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</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>
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