School Improvement Plan
2024 - 2025

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)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	Inconsistent collaboration/data analysis that informs productive professional development
Root Cause # 2	Responsive teaching and timely feedback (diagnosing and addressing students' individualized needs) is not consistent across the school.
Root Cause # 3	Students lack phonics skills to decode new words.
Root Cause # 4	Students present a literacy deficiency.
Goal	By the end of FY '25, the percentage of students scoring in the 40th percentile or higher on the ELA MAP Growth report in K-5th grade will increase by 2%.

Action Step # 1

Action Step	Teachers will implement supplemental intervention resources such as Heggerty Reading Curriculum Phonemic Awareness, manipulative literacy tools, and IMSE Orton Gillingham multisensory phonics.
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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Observations PL Agendas PL Sign Ins
Method for Monitoring Effectiveness	MAP Student Growth and Achievement Data 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)?	

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 Effective Leadership 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 and achievement scores 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)?	

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)?	

Action Step # 3

Action Step	Title I Summer School will be offered for 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	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)?	

Action Step # 4

Action Step	Provide Instructional Coach, Paraprofessional, 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)?	

Action Step # 5

Action Step	We will purchase supplies, equipment, leveled texts, decodables, 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 Instructional Coach
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)?	

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 '25, the percentage of students scoring in the 40th percentile or higher on the Math MAP Growth report in K-5th grade will increase by 2%.

Action Step # 1

Action Step	Teachers will participate in collaborative planning sessions to analyze student data and responsive teaching strategies.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas Sign ins
Method for Monitoring Effectiveness	Student Achievement Data
Position/Role Responsible	Administrators, all teachers and Instructional coach
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)?	

Action Step # 2

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
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	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)?	

Action Step # 3

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)?	

Action Step # 4

Action Step	Provide Instructional Coach, Intervention Paraprofessional, 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 # 4

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)?	

Action Step # 5

Action Step	We will purchase supplies, equipment, 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
Method for Monitoring Effectiveness	MAP Growth report, GMAS, Analyzing student work

Action Step # 5

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

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).	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. 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.

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.	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
	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).

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.	Not applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	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: 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. 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…). 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. Select teachers meet with PreK service providers for special education students transitioning to FES.

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	Not applicable.

early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	

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.	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, Responsibilty, 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.

ADDITIONAL RESPONSES

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