



School Improvement Plan 2025 - 2026



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	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 '26, 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 and morphology.
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)?	
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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. We will purchase supplies and refreshments for this event.
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

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
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, Paraprofessional, Class Size Reduction, 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, handwriting practice materials, leveled texts, decodables, digital licenses, technology, and software that increase student achievement and engagement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 5

Subgroups	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 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)?	
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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 '26, 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. Instructional Coach and Administration will attend conferences to build teacher efficacy. Leadership Team will participate in data digs and school improvement planning during summer 2026.
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)?	
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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 math skills at home. We will purchase supplies and refreshments for this event.
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)?	
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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 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 # 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
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 # 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

Action Step # 5

Subgroups	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
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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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. 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>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</p>

	<p>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 *</p> <p>(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.</p> <p>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>
<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</p>	<p>Not applicable.</p>

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



Parent and Family Engagement Policy and Plan for Shared Student Success

2025-2026 School Year

*Mrs. Abigail Celli, Principal 4450
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Buford, Ga 30519
(770) 932-1223
<http://fes.hallco.org/web/>
Revision Date: June 17, 2025*

What is Title I?

Friendship Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and family members a written parent and family engagement policy.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Friendship Elementary will provide opportunities to improve family engagement to support student learning. Friendship Elementary values the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Friendship Elementary will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

Friendship Elementary School invited all parents to attend our annual Parent and Family Engagement Input Meeting last spring to review and revise this parent and family engagement policy, as well as the schoolwide plan, our school-parent compact, and the family engagement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school website for parents to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey online to ask parents for their suggestions on the plan and the use of funds for family engagement. Parents and family members can also give feedback during several parent meetings and activities during the school year.

Who is it for?

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan. Friendship Elementary will provide full opportunity for the participation of parents and family members with limited English, with disabilities, and of migratory children.

Where is it available?

At the beginning of the year, after revision, the plan is linked in the student handbook that is available to all students digitally. As a reminder, we will send the plan to all parents via Remind in August. It will also be shared through the newsletter, The Falcon Flyer. The plan will also be posted on the school website and social media. Parents can also retrieve a copy of the plan in the front office.

District Goals 2024-2025

By the end of FY26, the percentage of all students moving into the “Proficient and Distinguished”(combined) levels of performance on the Georgia Milestones Assessments will increase by 2%.

By the end of FY26, increase the percentage of referred students who access school based mental health services in order to increase the overall school climate rating for HCSD by 1% (from 86.74 to 87.74)

School Goals 2025-2026

By the end of FY 2026, the percentage of students scoring in the 40th percentile or higher on the ELA MAP Growth reports, in kindergarten through fifth grade, will increase by 2%.

By the end of FY 2026, the percentage of students scoring in the 40th percentile or higher on the Math MAP Growth reports, in kindergarten through fifth grade, will increase by 2%.

School-Parent Compacts

As part of this plan, Friendship Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compact will be reviewed and updated annually based on feedback from parents, students, and teachers during the Community Cares event and the School Forum. The school-parent compacts also are shared parents during parent-teacher conferences and kept with each child’s teacher if parents need another copy.

Let’s Get Together!



Friendship Elementary will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement.

Open House – July 30, 2025 – 3:00 PM – 6:00 PM

Meet your child’s teacher and our friendly and helpful school staff for the year.

Falcon Literacy Night – August 26, 2025 5:30 PM – 6:30 PM

Meet your child’s teacher and our friendly and helpful school staff for the year.

Receive your child’s initial MAP scores, learn about standards and curriculum, and begin to target focus areas for academic growth.

Internet Safety Parent Meeting – September 16, 2025 – 10:00 AM

Meet our new Media Team and catch up with the latest resources to help support your child’s learning. Also learn about the current threats and dangers online.

Annual Title I Meeting – October 22, 2025 – 10:00 AM (At School) & 6:00 PM (Online)

We invite you to learn about our Title I program, including our parent and family engagement policy, the schoolwide plan, the school-parent compacts, and parents’ responsibilities, as well as how school Title 1 funds are being used. Invitations will be emailed and posted in the school newsletter, social media, and sent via REMIND.

Math Carnival Game Night – January 29, 2026 – 5:30 PM – 6:30 PM

Learn how to make math fun at home.

Testing Parent Meeting – March 24, 2026 – 5:30 PM – 6:00 PM

Understand what you can expect from the Georgia Milestones, and how you can best prepare your student.

Title I Parent & Family Engagement Input Meeting- April 28, 2026 – 10:00 AM (At School) & 6:00 PM (Online) Develop and Review the Consolidated Needs Assessment, schoolwide plan, parent and family engagement policy, school-parent compacts, and the family engagement budget.

Parents, families and stakeholders give input to the SIP, CNA, School-Parent Compact, Parent and Family Engagement Policy, and family engagement budget.

Parent and Teacher Conferences- ongoing throughout the year

Learn about your child’s academic progress and how you can support your child at home.

Parental and Family Engagement

Friendship Elementary believes that family engagement means the participation of parents and family members in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.

Friendship Elementary is committed to helping our parents and families attend the family activities listed in this policy. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs.

Mrs. Abigail Celli
(770) 932-1223
abigail.celli@hallco.org



Friendship Elementary is Branching Out!

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:

- 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 families.
- Provide quarterly trainings for teachers via Canvas Modules to train personnel about strategies to improve communication with parents and ideas to increase parents' involvement.
- Partner with early childhood programs, middle and high schools, college and career ready resources or organizations, parent resource centers, or other programs (as applicable) to help prepare parents and their children for successful school transitioning.
- Share information in English and Spanish in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- Partner with Head Start through the District Parent Outreach Facilitator. The District Parent Outreach Facilitator meets with parents and families providing information and resources to support school orientation for parents, families and students to assist in successful student transitions to kindergarten.
- Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, and flyers.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- Use our Partners in Education to improve awareness of the activities and events listed in the school parent and family engagement policy.
- Collect feedback from parents and family members at all events, by providing a suggestion form on the school website in order to respond to parents' requests for additional support for parent and family engagement activities.

Parent and Family Engagement Standards

Friendship Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community



Friendship Elementary invites all parents to join the School Community Team to share ideas and ways to involve other parents and family members to build partnerships with school, families, and the community. The team will meet four times during the school year, but parents and family members can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the principal at (770) 932-1223 or complete the interest form and leave it in the Main Office

School Community Team

- ☐ Yes, I am excited about joining the School Community Team
- ☐ Yes, please contact me so I can learn more about the School Community Team
- ☐ Yes, this sounds like a great idea, please keep me posted about future meetings

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions regarding this plan and the students' or school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____

