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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Friendship Elementary will empower ALL students to succeed by providing high quality, equitable, and positive educational experiences that build academic success and a foundation for life-long learning

Provide the school's vision statement

Through inclusive collaborative practices, Friendship Elementary will create a safe, positive, supportive learning environment where each student is valued and empowered to reach their fullest potential.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

William A Rednour

Warednou@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Instruction, Curriculum & Assessment

Clerical, Custodians, Nurse, Cafe Aid, Guardian

Backup

Parent Pickup Loop

Parent Pickup Loop (North End)

Budget/School Finance
PTO/SAC Member
Leadership team Coordinator
SIP Coordinator
Student Clubs and Organizations Contact
TOY/RTOY
School Call-outs
Leave approvals
Master Schedule
Grade Changes Verification
Accreditation Contact
After-Hours Security Contact (#1)
Morning Announcements
Business Partners Co-Coordinator
Parent Teacher Organization Contact
Campus Supervision/Gates (Bobcat Parent Loop Entrance/Exit: AM/PM)
Class Rosters
Classroom Walk-through
Data Administrator
Variances (Approval/Denial)
ESE Administrator Compliance/FTE Contact
Title 1 Budget/Compliance
Special Events/Volunteers
School Community Relations
School Calendar and Events Contact
Facilities
New Teacher/Guiding Coalition/Admin Meetings

Leadership Team Member #2

Employee's Name

Magda Torres Colon

mltorres@volusia.k12.fl.us

Position Title

Administrative Dean

Job Duties and Responsibilities

PBIS & Safety

Paras

K-5, ESE, VPK

Cafeteria (Breakfast)

Parent Pickup Loop (South End)

Field Trips

SAC Consult

SIP

PBIS Committee Member

Textbooks

Health Coordinator

Re-Entry Meeting Lead

Security Manual, Security Audits and Security Drills (Coordinator)

Safety

Duty Rosters

Threat Assessment Chair

After-Hours Security Contact (#2)

End of Day Announcements

Cafeteria Supervision

VPK/Pre-K Programs

ESOL Administrator

Leadership Team Member #3

Employee's Name

Lisa Nix

lnix@volusia.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

Classroom/Planning Support/Coaching Cycle for Tier 3 Teachers

Classroom/Planning Support for Tier 2 Teachers

Collaborative Common Planning ELA

Data Analysis

Lead Professional Development

PLC Planner

1st Semester Learning Walks and Feedback

Lower Quartile Monitoring for Reading

Literacy Week Coordinator

Superintendent's reading challenge

Character Parade Lead
Tier 3 Support K-5 ELA
School Leadership Team (SLT)
SIP
Problem solving team Member
Testing Coordinator
SAC Chair
Co-manage Title 1 Para
District Reading Assessments Lead
Winter/Spring Break Challenge for ELA
ELA VBA's Coordinator
4/5 Sub Coverage for ELA teacher (Science is conditional)
Other Duties as Assigned

Leadership Team Member #4

Employee's Name

Julienne Saccone

jpivorys@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Classroom/Planning Support/Coaching Cycle for Tier 3 Teachers
Classroom/Planning Support for Tier 2 Teachers
Collaborative Common Planning Math
Data Analysis
Lead Professional Development
PLC Planner
1st Semester Learning Walks and Feedback
Lower Quartile Monitoring for Math
Science Night Parent Engagement event Lead
Tier 3 Support K-5 Math
School Leadership Team (SLT)
SIP
Problem solving team Member
Winter/Spring Break Challenge for Math/Science
Math/Science VBA's Coordinator
Testing Coordinator

Co-manage Title 1 Para

Threat Assessment Team Member

Math Night Parent Engagement event Lead

4/5 Sub Coverage for math teacher (Science is conditional)

Other Duties as Assigned

Leadership Team Member #5

Employee's Name

Asia Pratt

Pratt, Asia K. <akpratt@volusia.k12.fl.us>

Position Title

K-5 Reading Intervention

Job Duties and Responsibilities

Data Analysis

Lead Professional Development

ELA Waterford School Tracking

Lower Quartile Monitoring of Reading

Tier 3 Small Group K-5 ELA

School Leadership Team (SLT)

SIP

MTSS Coordinator

PBIS Coordinator

Tutoring Coordinator

1st Grade Support and sub coverage

House System Coordinator

STAR Testing Support

Other Duties as Assigned

Leadership Team Member #6

Employee's Name

Tamra McLellan

McLellan, Tamra B. <tbmclell@volusia.k12.fl.us>

Position Title

K-5 Math Intervention Teacher

Job Duties and Responsibilities

Incentives-Student Morale

PBIS Member

Quarterly Student Awards

Quarterly Honor Roll Celebration Lead

Career Day lead

STAR Testing Support

Small Group Goal Setting

School Leadership Team (SLT)

Positive Referrals

Tier 3 Small Group K-5 Math

Math Waterford School Tracking

School Calendar Newsletter Lead

2/3 Sub Coverage

Other Duties as Assigned

STAR Testing Support

Leadership Team Member #7

Employee's Name

Diana Dean

DCDean@volusia.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

Red Ribbon Week Coordinator

504 Coordinator

School Leadership Team (SLT)

BobCat of the Week Lead

DCF Contact

Lifeskills Class (VPK to 1st)

External Counseling Referral

SIP

Threat Assessment Team Member

Threat Assessment Co-Chair

MH School based contact

Mentor Coordinator

Volusia FUEL Lead

Student Attendance Initiative

Whole Group Instruction Social Skills
MTSS Attendance (Work with June)
Monique Burr Lessons Lead
Other Duties as Assigned

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leadership Team met in July to review data and determine needs of the SIP. This team created action steps to review with the rest of the stakeholders starting with our Faculty and Staff at our first meeting on August 5, 2025. At this time our Faculty and Staff will be able to provide input to our School Improvement Plan. SAC will be utilized to review SIP goals on September 17 and gain input from parents.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Our School Improvement Plan will be monitored weekly by our School Leadership Team. This will then drive the planning process for future Collaborative Planning, PLC's, Faculty Meetings, and ERPL Sessions. Our School Leadership Team will take a deeper dive into our data and systematically review, make adjustments, and modifications through the Volusia Progress Monitoring Meeting's in October 2025 and February 2026. Once these meetings are complete, we will share our 'Next Steps' with our Faculty & Staff, as well as SAC & PTA to ensure they are aware of our progress to date, as well as seek feedback from our stakeholder groups in areas where improvement is needed. Through both our Weekly School Leadership Team Meetings, as well as our Volusia Progress Monitoring Meetings we will closely monitor those subgroups with the greatest achievement gap.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	61	69	59	67	70	62				388
Absent 10% or more school days	17	25	19	17	19	23				120
One or more suspensions	3	8	2	1	10	30				54
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	13	27	19	17	24	18				118
Level 1 on statewide Math assessment	7	17	15	16	16	16				87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	7	7	7						24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	23	17	13	16					81

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		2						3
Students retained two or more times										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	26	18	20	22	24	23				133
One or more suspensions	1	5	4	5	9	12				36
Course failure in English Language Arts (ELA)	4	6	11	16	2	1				40
Course failure in Math	1	1	13	5	7					27
Level 1 on statewide ELA assessment	3	10	32	18	9	21				93
Level 1 on statewide Math assessment	2	32	20	19	6	32				111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	10	18	14						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	15	5	12	3					37

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	7	12	8	10	21				63

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			3						4
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	56	59	42	55	57	38	52	53
Grade 3 ELA Achievement	51	58	59	50	56	58	45	55	53
ELA Learning Gains	41	57	60	42	57	60			
ELA Lowest 25th Percentile	37	53	56	35	50	57			
Math Achievement*	53	61	64	42	57	62	38	55	59
Math Learning Gains	53	62	63	53	59	62			
Math Lowest 25th Percentile	43	50	51	41	46	52			
Science Achievement	47	63	58	47	60	57	48	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	65	63	78	60	61	32	60	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	445
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	48%	45%	46%	34%		51%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	6	4
English Language Learners	44%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	48%	No		
White Students	60%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	51%	41%	37%	53%	53%	43%	47%					74%
Students With Disabilities	12%	6%	29%	33%	18%	32%	38%	15%					67%
English Language Learners	28%	33%	50%		37%	56%	30%						74%
Black/African American Students	37%		26%		39%	55%		40%					
Hispanic Students	38%	42%	39%	41%	54%	55%	45%	46%					72%
White Students	64%	70%	58%		61%	46%		58%					
Economically Disadvantaged Students	44%	52%	37%	32%	52%	56%	46%	43%					73%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%	50%	42%	35%	42%	53%	41%	47%					78%
Students With Disabilities	18%	33%	24%	21%	12%	30%	25%	0%					71%
English Language Learners	41%	38%	56%		35%	28%		43%					78%
Black/African American Students	32%	30%	47%		44%	67%							
Hispanic Students	41%	44%	45%	33%	44%	53%	39%	49%					81%
White Students	50%	73%	33%	30%	39%	47%		42%					
Economically Disadvantaged Students	38%	47%	39%	37%	37%	49%	41%	35%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%	45%			38%			48%					32%
Students With Disabilities	5%	6%			3%								38%
English Language Learners	21%				21%								55%
Black/African American Students	32%				21%								
Hispanic Students	37%	44%			35%			43%					52%
White Students	42%	50%			54%			69%					
Economically Disadvantaged Students	34%	43%			32%			49%					58%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	57%	-6%	57%	-6%
ELA	4	38%	55%	-17%	56%	-18%
ELA	5	47%	56%	-9%	56%	-9%
Math	3	55%	61%	-6%	63%	-8%
Math	4	59%	62%	-3%	62%	-3%
Math	5	42%	57%	-15%	57%	-15%
Science	5	43%	62%	-19%	55%	-12%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency showed the most improvement across all three tested grade levels. This growth can be attributed to intentional instructional shifts implemented during the school year. One key action was the strategic use of small group instruction during our dedicated math intervention block, which allowed for more targeted support based on student data. Additionally, we paired our school-based math coach with the lowest-performing grade level to provide intensive, job-embedded support for both teachers and students. This collaboration helped ensure that instructional strategies were aligned with student needs and that interventions were delivered with fidelity.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA learning gains for all students and for students in the Lowest Quartile showed the lowest performance. One contributing factor was a decline in overall performance within one specific grade level compared to previous years. This impacted schoolwide growth data, particularly in the area of learning gains. Additionally, trend data suggests that students in the Lowest Quartile continue to require more targeted and sustained support in foundational reading skills and comprehension. Moving forward, we are using this data to inform instructional planning, increase intervention fidelity, and provide additional professional development focused on differentiated reading strategies.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA learning gains for all students and for students in the Lowest Quartile showed the lowest performance. One contributing factor was a decline in overall performance within one specific grade level compared to previous years. This impacted schoolwide growth data, particularly in the area of learning gains. Additionally, trend data suggests that students in the Lowest Quartile continue to require more targeted and sustained support in foundational reading skills and comprehension. Moving forward, we are using this data to inform instructional planning, increase intervention fidelity, and provide additional professional development focused on differentiated reading strategies.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average was ELA learning gains for students in the Lowest Quartile. While multiple factors contributed to this gap, one significant trend was the persistent challenge in accelerating growth for students who entered the year already performing well below grade level. These students often require more intensive, sustained interventions over time. Additionally, while core instruction was consistent, the differentiation and scaffolding needed for our most struggling readers were not always implemented with fidelity across all classrooms. This gap highlights the need for continued focus on Tier 2 and Tier 3 supports, as well as professional development in evidence-based reading strategies and progress monitoring.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Chronic Absenteeism.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Chronic Absenteeism

LQ Learning Gains in Reading

Overall Learning gains in Reading

LQ learning gains in Math

Overall regarding students with disabilities as an ESSA subgroup.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 24-25 school year, Friendship Elementary math gains remained the same as the previous year at 53%. Our goal was 60% but fell short of the goal. We are setting the goal at 60% again. When looking at lowest quartile gains, our school did improve from 41% of 46%. We did not reach our goal of 60% so we are setting a more attainable goal of 55%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student practice: By may of 2026, 60% of third to fifth grade students will demonstrate learning gains in the area of mathematics as measured by the FAST.

By May of 2026, 55% of lowest quartile 4th and 5th grade students will demonstrate learning gains in the area of mathematics as measured by the FAST.

Teacher practice: Throughout the year, all of FES teachers will input data from benchmarks aligned topic assessments into a data tracking spreadsheet.

Coaches practice: By April 2026, the number of teachers receiving tier 2 and tier 3 support will decrease by 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Admin practice: Instructional walkthroughs conducted school-based admin and instructional coaches focused on benchmark alignment, small group instruction, and student use of manipulatives; weekly through the end of the first semester and at least once every three weeks through the end of the third quarter.
- Teacher practice: Data analysis and collaborative planning at PLC and grade level planning sessions using the B1G-M and item specifications to ensure benchmark alignment.

- Coaching practice: Coaching cycles based on teacher needs as demonstrated through administrative data walkthrough collection and student performance data.

Person responsible for monitoring outcome

William Rednour and Julienne Ivory-Saccone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Utilize data from common benchmark aligned assessments to plan for targeted instruction during the math intervention block for students not demonstrating grade level proficiency.

Rationale:

The data resulting from the assessments will be used to provide targeted instruction. The data will allow teachers to determine individual student needs and will devise benchmark aligned interventions to support student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Utilize PLC meeting time and time during collaborative planning to analyze current teacher selected assessment data and design systematic interventions.

Person Monitoring:

Julienne Saccone

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will work with the math coach to analyze student assessment data and plan for lessons to be delivered to students during the dedicated math intervention block.

Action Step #2

Math intervention teacher will provide service to our lowest performing students, including Lowest quartile based on data from FAST and VBA tests.

Person Monitoring:

Tamra McLellan

By When/Frequency:

Intervention cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math intervention teacher will use data from FAST and VBA assessments to determine benchmarks

and strategies to conduct small group interventions.

Action Step #3

Implementation of number talks during the math whole group block.

Person Monitoring:

William Rednour and Julienne Saccone

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data shows that many students at Friendship Elementary struggle with number sense. This results in difficulty reaching proficiency in many math concepts. Number talks builds numbers sense and mental math by teaching multiple strategies to solve problems.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At FES, our ELA LQ made minimal growth and overall learning gains declined by 1 point. As a school, we will focus on defining and strengthening our instructional and intervention systems to target our students in 4th and 5th grade ELA to increase overall learning gains and learning gains for the lowest quartile.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student focus: By May 2026, at least 48% of lowest quartile students will make learning gains and at least 55% overall will make learning gains.

Teacher focus: By May 2026, 100% of classroom teachers will be delivering benchmark aligned instruction and small group tasks.

Coaching: By May 2026, the number of teachers receiving tier 2 and tier 3 support will decrease by 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

55% learning gains will be the common goal for the 25-26 school year. After each benchmark aligned common assessment is administered, teachers, with support of coaches, will track and chart student

data on the data tracking sheet to measure progress over time. Students will participate in data chats at this time.

Person responsible for monitoring outcome

School Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based strategy that will be utilized to implement standards aligned instruction will be RTI. We will group students based on their needs from multiple data sources to provide them with instruction appropriate to their needs. This is furthered with planning and modeling of explicit standards aligned instruction with SIPPS, Being a Reader, and I-ready scaffolded lessons.

Rationale:

Research shows consistent progress monitoring is the most important school-based factor that influences student outcome.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative planning for standards aligned instruction and small group.

Person Monitoring:

Lisa Nix

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide adequate time for grade levels to plan collaboratively with support of admin, coach, and district support staff. Teachers will be trained and will revisit planning protocol for small group instruction. PLC, faculty meetings, ERPL will be used to train, disaggregate data and collaboratively plan benchmark aligned small group instruction. Tier 2 and tier 3 interventions will be monitored through walkthroughs by admin, dean, and coaches. Coaching cycle will be based on teacher needs through walkthroughs, observations, and student performance.

Action Step #2

Reading intervention, district ELA, media specialist, and ELA coach will provide explicit benchmark aligned small group instruction to lowest quartile students.

Person Monitoring:

By When/Frequency:

Lisa Nix

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Intervention teacher, coach, ELA resource and media specialist will provide small group intervention to lowest quartile students based on needs. Data from assessments will be used to provide targeted instruction. Media specialist will create and monitor and literacy incentive plan. Intervention teachers will meet to collaboratively plan.

Action Step #3

Use structured PLC to analyze data and plan explicit reading intervention instruction

Person Monitoring:

Asia Pratt and Lisa Nix

By When/Frequency:

Intervention Cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Reading intervention and lit coach will meet with teachers at the end of each intervention cycle to disaggregate data and make changes to intervention groups. Teachers will work with lit coach during PLC to create benchmark aligned instruction based off student data.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Friendship Elementary School, we have had 5 years of the SWD subgroup not meeting the state requirement of 41% across all scoring categories. Last year, we had an overall score across the scored components at approximately 22%. We need to strengthen the monitoring of student data that we are providing to students in this subgroup through collaboration with the support teachers, and the school leadership team.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student Practice:

After administration of PM1 and PM2, all students in this subgroup will show growth consistent with district growth trends.

After administration of PM3, all students in this subgroup will show overall proficiency of 41% to include learning gains.

Teacher Practice:

By March of 2026, 100% of support facilitation teachers will consistently monitor student assessment

data and look at targeted small group instruction with SDI to close gaps.

Coaching Practice:

By April 2026, the percentage of ESE teachers receiving consistent feedback with action steps will be 100%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student Practice: Student data will be disaggregated after PM1 and PM2 and compared to state proficiency/growth trends.

41% across all areas will be the common goal across all content areas for the 25-26 school year.

After each PM test is administered, teachers, with the support of coaches and admin will track and chart this data to measure the progress over time.

Teacher Practice:

Classroom walkthrough trend data will be collected and analyzed weekly of the SF and ESE self-contained mild classrooms.

Administration and coaches will attend weekly common planning to monitor for benchmark-aligned planning of tasks to the rigor of the standards.

Coaching Practice:

Administration and coaches will meet bi-weekly as a team to analyze coaching support plans and data trends collected to make adjustments as needed.

Administration will use faculty meetings to address any deficits noted in classroom walkthrough trends.

Person responsible for monitoring outcome

William Rednour, along with instructional coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Analyzing 4th and 5th grade progress monitoring: By providing collaborative discussion bi-weekly focused with just our Support Facilitation teachers, intervention teachers, and academic coaches, data tracking of individual students will be working to build deeper content-based learning from students through individual tracking while building capacity among staff.

Rationale:

At Friendship Elementary, we have had inconsistencies with providing support facilitation teachers and self-contained teachers a valuable collaborative planning PLC as they work with all grade levels with math and reading. Providing this time with proper supports will lead to these teachers providing

students instruction that will meet grade level requirements. PD with all teachers and staff will extend this to general education teachers as well.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Use of a district provided professional learning day focusing on supporting students with disabilities alongside a PLC focused on IEP's and BIPS.

Person Monitoring:

William Rednour

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

These teachers will be given a separate day from the rest of the faculty on PLC with coach/admin support to help align their instruction and level of rigor to grade level standards. This time will also be utilized to work on strengthening areas from trends gathered from classroom walkthroughs as these teachers will be included as this has been a missing piece in the past.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As our SLT reviewed data at the end of the 2024-2025 school year, we noticed an alignment with low test scores and poor student attendance. We had a high chronic absenteeism rate for our students with disabilities subgroup. It was 38% while the entire school as a whole was 31%. Our SWD subgroup also is underperforming as an ESSA subgroup, thus reinforcing the need to focus on this area. This was for our 380 students K-5.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to decrease the percentage of students who are chronically absent from school from 31%

to 25% by May 2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our Attendance Clerk will notify classroom teachers, MTSS Chair, and Administration when an Attendance letter is generated through our Focus System.

At our weekly meeting with our School Social Worker and School Leadership Team we will review students who are already identified to ensure MTSS is taking place for Attendance. These students will be closely monitored and assigned to June Weaver (Retired Guidance counselor) to encourage and promote attendance at school. Each week we will pull a report to celebrate the number of students who had Perfect Attendance the Week prior. These students will be celebrated on Tuesdays with a treat from Ms. Weaver. She will be tracking students on a bulletin Board.

Person responsible for monitoring outcome

June Weaver, School Leadership Team, & School social worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

MTSS Parent/Teacher Conference - Parents and students will be provided with tiered attendance support including education and resources that are impacting attendance.

Rationale:

Together as a team, we will analyze data, convene, and pinpoint the precise reasons for individual absenteeism. This approach will enable us to tackle and reduce the obstacles that may hinder parents. Furthermore, we will not only offer resources to parents but also educate them about the effects of chronic absenteeism.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Together as a team, we will analyze data, convene, and pinpoint the precise reasons for individual absenteeism. This may be enacted also through phone calls by Ms. Weaver. This approach will enable us to tackle and reduce the obstacles that may hinder parents. Furthermore, we will not only

offer resources to parents but also educate them about the effects of chronic absenteeism.

Person Monitoring:

June Weaver

By When/Frequency:

Beginning of the year and then ongoing until May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the start of the school year, we will identify students who were chronically absent in the 2024-2025 school year. We also will begin monitoring enrolled students and keeping track of students who are missing 10% of the school year or more. Ms. Weaver will call these parents and explore support strategies. Students will be tracked on a bulletin board and when called up for discussion meetings, will be able to see their progress. Incentives will be put in place for positive attendance. Should attendance issues persist in the 2025-2026 School Year, we will continue with the MTSS Process for Attendance and the formulation of Attendance Contracts to guarantee student presence in school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://friendship.vcsedu.org/parents-students/school-advisory-council-sac>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://friendship.vcsedu.org/school-information/title-i-information/what-is-title-1>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Title 1 funds were used in two major supporting capacities to the enrich the academic program. The first was to purchase a math intervention teacher (new this year) along with a title 1 para to support math and ELA. A reading intervention teacher has been recycled as a position from the past few years. The second was a focus on intervention curriculum through the use of Magnetic reading and Measuring Up reading curriculum.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school is committed to supporting the whole child by providing a range of services and strategies that promote students' social, emotional, and behavioral development. These supports are embedded into our school culture and aligned with district and state priorities. Key components include:

1. Counseling and Mental Health Services:

- We have a full-time certified school counselor who delivers classroom guidance lessons, facilitates small groups, and provides individual counseling as needed.
- We collaborate with district mental health professionals and community partners to provide school-based mental health services for students requiring more intensive support.
- Referrals are made through our MTSS process, and services are tracked and reviewed regularly to ensure effectiveness.

2. Social-Emotional Learning (SEL):

- Our school implements a structured SEL curriculum (e.g., Sanford Harmony or Second Step) during weekly classroom lessons for our younger students.
- SEL instruction focuses on self-awareness, self-management, relationship skills, and responsible decision-making.
- Teachers integrate SEL strategies into daily routines to reinforce positive behavior and emotional regulation.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school implements a multi-tiered system of supports (MTSS) to proactively address student behavior and provide early intervention services. This framework is designed to support all students, including those with disabilities, and is aligned with the Individuals with Disabilities Education Act (IDEA).

1. Tier 1 – Universal Prevention:

- All students receive schoolwide behavior expectations through our Positive Behavior Interventions and Supports (PBIS) framework.
- Expectations are explicitly taught, modeled, and reinforced across all settings.
- Data from office discipline referrals (ODRs), attendance, and classroom behavior logs are reviewed regularly to monitor schoolwide trends and identify students needing additional support.

2. Tier 2 – Targeted Interventions:

- Students who exhibit repeated behavioral concerns are referred to the MTSS team for targeted interventions.
- Interventions may include Check-In/Check-Out (CICO), social skills groups, behavior contracts, and increased parent communication.
- Progress is monitored using behavior tracking tools and fidelity checks, with adjustments made based on student response.

3. Tier 3 – Intensive, Individualized Support:

- Students with significant behavioral needs receive individualized behavior intervention plans (BIPs) developed through functional behavior assessments (FBAs).
- These supports are often coordinated with ESE services under IDEA, ensuring alignment with Individualized Education Programs (IEPs).
- Collaboration with school psychologists, behavior specialists, and mental health professionals ensures a team-based approach to support.

4. Coordination with IDEA Services:

- For students with disabilities, behavioral supports are integrated into IEPs as needed, and services are delivered in the least restrictive environment.

- The MTSS process helps identify students who may require evaluation for special education services, ensuring early intervention and compliance with Child Find obligations.
- Regular data reviews and progress monitoring ensure that interventions are effective and equitable for all students.

5. Professional Development and Staff Support:

- Staff receive ongoing training in behavior management, trauma-informed practices, and de-escalation strategies.
- Our school also utilizes district resources such as behavior analysts and MTSS coaches to support implementation fidelity.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Data-Driven Professional Learning

- **Focus Areas:** Instructional planning, standards-based instruction, formative assessment, and differentiation.
- **Implementation:** Teachers and paraprofessionals participate in ongoing professional development aligned with district initiatives, including training on the B.E.S.T. standards, i-Ready data analysis, and MTSS implementation.
- **Data Use:** Teachers engage in regular data chats, PLCs, and collaborative planning sessions to analyze student performance data and adjust instruction accordingly.

2. Instructional Coaching and Support

- **Support Staff:** Our school benefits from district instructional coaches and school-based teacher leaders who provide job-embedded coaching, model lessons, and feedback cycles.
- **Targeted Support:** New and developing teachers receive additional mentoring and support through the district's Beginning Teacher Program and peer collaboration.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Our school employs a comprehensive and collaborative approach to support preschool children as they transition into kindergarten. These strategies are designed to ensure a smooth, developmentally appropriate, and welcoming entry into the elementary school environment:

1. Kindergarten Orientation and Family Engagement:

- We host a Kindergarten Registration event each spring, where families tour the school, meet staff, and learn about curriculum, routines, and expectations.
- Families receive a **Kindergarten Readiness Toolkit** with activities and resources to support learning at home over the summer.

2. Screening and Early Intervention:

- All incoming kindergarten students participate in the Volusia County Kindergarten Screening, which helps identify early academic, behavioral, or developmental needs.
- Students who demonstrate potential concerns are referred to our MTSS team for early intervention services, ensuring timely support from the start of the school year.

3. Gradual Integration and Supportive Routines:

- During the first weeks of school, kindergarten teachers implement a staggered start model that focuses on building routines, social-emotional skills, and classroom expectations.
- Teachers use developmentally appropriate practices and differentiated instruction to meet students where they are.

4. Ongoing Communication and Monitoring:

- Teachers maintain regular communication with families through newsletters, conferences, and digital platforms to support the home-school connection.
- Student progress is monitored closely during the first quarter, and interventions are adjusted as needed to ensure a successful transition.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

1. Needs Assessment and Data Review:

We begin by analyzing multiple data sources—such as state assessments, progress monitoring tools, attendance, behavior, and stakeholder feedback—to identify trends, gaps, and priority areas for student achievement and well-being.

2. Collaboration with District:

We participate in regular meetings with district personnel to review our school's data and discuss how current resource allocations are supporting student needs. These conversations help ensure alignment with district priorities and strategic goals.

3. Ongoing Monitoring and Adjustments:

Throughout the year, we continue to monitor the implementation and impact of our resource used. We engage in mid-year reviews with district teams and make data-informed adjustments as needed to stay responsive to emerging student needs.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

This year, we have identified foundational literacy and math proficiency as key areas of need based on our analysis of FAST progress monitoring data, i-Ready diagnostics, and subgroup performance trends. To address these needs, we are strategically allocating the following resources:

1. Instructional Personnel and Intervention Support:

- **Resource:** Title I-funded intervention teacher and paraprofessionals.
- **Rationale:** Data from the 2024–2025 FAST PM3 assessments showed that a significant percentage of students in Grades K–3 are performing below grade level in reading. Intervention staff will provide targeted small-group instruction aligned with the B.E.S.T. standards.
- **Timeline:** Daily intervention blocks will begin in August and continue through May, with

progress monitored biweekly.

2. Curriculum and Digital Tools:

- **Resource:** i-Ready Reading and Math licenses for all students.
- **Rationale:** i-Ready diagnostic data revealed specific skill gaps in phonics, vocabulary, and number sense. The program provides personalized learning paths and teacher-assigned lessons to close these gaps.
- **Timeline:** Students will engage with i-Ready for 45 minutes per subject per week, with usage and growth tracked monthly.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00