

Volusia County Schools

FRIENDSHIP ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on School Board Approval Date 10-13-2026.

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

Head Custodian, Nurse, Cafe Aid, Guardian

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, Clerical, Custodian evaluations

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)
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

Coaching Cycle as a Tier 3 Support
Classroom/Planning Support for Tier 2 Support
Collaborative Common Planning ELA
Data Analysis Reading
Lead Professional Development
PLC Planner
1st Semester Learning Walks
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

SAC CoChair

District Reading Assessments Lead

Winter/Spring Break Challenge for ELA

ELA VBA's Coordinator

Literacy Night Parent Engagement event Lead

Testing Coordinator (Reading lead)

Other Duties as Assigned

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

Leadership Team Member #4

Employee's Name

Julienne Saccone

jpivorys@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Coaching Cycle as a Tier 3 Support

Classroom/Planning Support for Tier 2 Support

Collaborative Common Planning Math

Data Analysis for Math

Lead Professional Development

PLC Planner

1st Semester Learning Walks

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 (Math/Science Lead)

Threat Assessment Team Member

Math Night Parent Engagement event Lead

Other Duties as Assigned

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

Leadership Team Member #5

Employee's Name

Asia Pratt

akpratt@volusia.k12.fl.us

Position Title

K-5 Reading Intervention

Job Duties and Responsibilities

Data Analysis for Reading LQ

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 & 504 Coordinator

PBIS Coordinator

Tutoring Coordinator

House System Coordinator

Annual Title 1 Parent Presentation Lead (Fall and Spring)

STAR Testing Support

Johnson Reading Support (Coaching)

Fast Testing Support

Facebook Key Communicator

Other Duties as Assigned

1st Grade Sub Coverage

Leadership Team Member #6

Employee's Name

Tamra McLellan

tbmclell@volusia.k12.fl.us

Position Title

K-5 Math Intervention Teacher

Job Duties and Responsibilities

Incentives-Student Morale

PBIS Member

Career Day lead

STAR Testing Support

FAST Testing Support

School Monthly Calendar to Families

Small Group Goal Setting

School Leadership Team (SLT)

Positive Referrals

Tier 3 Small Group K-5 Math

Math Waterford School Tracking

Sereda Math Support (Coaching)

Other Duties as Assigned

2nd/3rd Grade Sub Coverage

Leadership Team Member #7

Employee's Name

Rita Sabatino

rsabatin@volusia.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Red Ribbon Week Coordinator

School Leadership Team (SLT)

BobCat of the Week Lead

DCF Contact

Character Building Class

External Counseling Referral

SIP

Threat Assessment Team Member

Threat Assessment Co-Chair

MH School based contact

Mentor Coordinator

Volusia FUEL Lead

Whole Group Instruction Social Skills

MTSS Attendance (Work with June)**Monique Burr Lessons Lead****School Wellness Plan****FAST Testing Support****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 on July 9th 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 4, 2026. 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 15 and gain input from parents. This will be advertised to parents during our "Meet the teacher" presentation on August 7th in the cafeteria.

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 2026 and February 2027. Once these meetings are complete, we will share our 'Next Steps' with our Faculty & Staff, as well as SAC & PTO 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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: B 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	50	60	53	68	52	68				351
Absent 10% or more school days		1	1	3	3	2				10
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		13	12	20	5	17				67
Level 1 on statewide Math assessment		7	9	13	5	12				46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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 2026-27

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		1							2
Students retained two or more times										0

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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		2						3
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	51	60	62	46	56	59	42	55	57
Grade 3 ELA Achievement	61	61	61	51	58	59	50	56	58
ELA Learning Gains	57	63	63	41	57	60	42	57	60
ELA Lowest 25th Percentile	53	61	58	37	53	56	35	50	57
Math Achievement*	59	64	66	53	61	64	42	57	62
Math Learning Gains	61	65	64	53	62	63	53	59	62
Math Lowest 25th Percentile	59	54	50	43	50	51	41	46	52
Science Achievement	45	65	62	47	63	58	47	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					65	63		60	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	446
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	49%	48%	45%	46%	34%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	35%	Yes	7	
English Language Learners	47%	No		
Black/African American Students	49%	No		
Hispanic Students	55%	No		
White Students	57%	No		
Economically Disadvantaged Students	53%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%	61%	57%	53%	59%	61%	59%	45%					
Students With Disabilities	12%	14%	47%	52%	18%	54%	73%	12%					
English Language Learners	33%	55%	43%		52%	55%		42%					
Black/African American Students	36%		58%		40%	60%							
Hispanic Students	52%	64%	57%	47%	58%	61%	57%	46%					
White Students	57%	47%	58%		67%	59%		53%					
Economically Disadvantaged Students	48%	60%	54%	50%	57%	57%	59%	38%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	58%	61%	-3%	60%	-2%
ELA	4	48%	58%	-10%	60%	-12%
ELA	5	42%	60%	-18%	61%	-19%
Math	3	62%	63%	-1%	66%	-4%
Math	4	63%	66%	-3%	65%	-2%
Math	5	48%	62%	-14%	62%	-14%
Science	5	44%	64%	-20%	60%	-16%

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?

Our lowest quartile students made the biggest improvement when looking at both math and reading. Our reading LQ Learning gains showed an increase of 15 points when comparing to the previous year. Our math LQ learning gains showed a 16 point increase when looking at the previous year. Use of a math intervention teacher contributed to our growth in math as we did not have a person in this role the previous year. She targeted on this group of students in 4th and 5th grade and homed in on their deficits to work on each week.

Lowest Performance

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

Our science proficiency showed the lowest performance. When digging into district assessment data, we found that these students were not performing at a satisfactory level in 4th grade. This showed true in our current year 4th grade data as well, signaling that we have a tier 1 problem in our 4th grade science instruction.

Greatest Decline

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

Science is the area that we are going to be focusing on this year in our plan as it was the only area that showed a decline from the previous school year.

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.

5th Grade ELA had the biggest gap. We had an experienced teacher in this role, who supported all the grade level students, retire mid-year. This group of students was then served by a brand new teacher who was in the process of getting degree conferred.

EWS Areas of Concern

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

Student attendance with the inclusion of tardies.

Highest Priorities

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

1. Science Achievement in 5th Grade
2. Reading Achievement in grade 5
3. Overall Reading Achievement to include learners in the Lowest Quartile
4. SWD disabilities as an ESSA subgroup
5. Attendance

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 Intervention

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, we will focus on defining and strengthening our reading intervention systems to target our students in 2nd-5th grade to increase overall learning gains and proficiency. In 2nd and 3rd grade we will implement a deeper focus on phonics instruction. In 4th and 5th we will focus on comprehension.

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 2027, at least 65% of third grade ELA students will be proficient, overall proficiency will increase to 57%, and learning gains will increase to 60%.

Teacher Focus: By May 2027, 100% of classroom teachers will be delivering benchmark aligned instruction in intervention groups.

Coaching: In August 2026, identify teachers in need of reading intervention instructional support and develop benchmark aligned lesson plans. In September 2026, support and monitor teachers during reading intervention instruction. By May 2027, the number of teachers receiving tier 2 and 3 supports will decrease by 85%.

Monitoring

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

57% proficiency and 60% learning gains will be the common goal for the 26-27 school year. Every 3 weeks teachers, with the support of the literacy leadership team, teachers will track and chart student data on the data tracking sheet to measure progress over time.

Person responsible for monitoring outcome

Lisa Nix and Asia Pratt

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, Magnetic, 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 during structured PLC to analyze data and plan explicit reading intervention instruction.

Person Monitoring:

Lisa Nix & Asia Pratt

By When/Frequency:

Every three weeks

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

Reading intervention and literacy coach will meet with teachers every three weeks to disaggregate data, collaboratively plan benchmark aligned instruction, and schedule time to model lessons.

Action Step #2

Instructional walkthroughs to monitor benchmark aligned reading intervention instruction.

Person Monitoring:

Literacy Leadership Team

By When/Frequency:

Weekly

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

Literacy Leadership Team will monitor reading intervention instruction weekly by walking thorough classroom using the district look for tool with a focus on instruction, task alignment and questioning. Teachers using the SIPPS program will progress monitor on a schoolwide tracking sheet to be looked at during the Literacy Leadership meetings.

Area of Focus #2

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

Instructional Practice specifically relating to Science

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, our Science FSSA scores over the past three years have been stagnant or declining in the range of 45%-47% proficiency. We need to strengthen the monitoring of student data from science assessments in all grade levels, K-5. We will focus on defining solid benchmark-based science instruction in both whole group and small group, with the goal of increased proficiency.

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 2027, 50% of all 5th grade students will reach proficiency, or a Level 3, on the Science FSSA assessment. Students will begin to monitor their own progress by reviewing assessment data, using data tracking sheets from performance matters for 3rd through 5th grade, and checklists for K-2.

Teacher Focus: By May 2027, 100% of classroom teachers will be delivering benchmark aligned instruction and small group tasks. Teachers will consistently monitor student assessment data to implement targeted small group instruction. Teachers will use a progress monitoring documents to track data.

Coaching Focus: By May 2027, the percentage of 3rd – 5th grade science 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.

After each benchmark aligned common assessment is administered, teacher, with the 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 benchmark aligned instruction will be RTI. We will group students based on their needs from science assessments to provide them with instruction appropriate to their needs. These groups will be fluid based on progress monitoring. This is furthered with planning and modeling of explicit benchmark aligned instruction using Discovery, Penda, Coach Books, and Replay Notebooks.

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

Collaboratively planning for benchmark aligned instruction and small group.

Person Monitoring:

District Science Resource Teacher

By When/Frequency:

Weekly

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

Provide adequate time for science teachers to plan collaboratively with support of admin, coaches, and district support staff. Teachers will be trained in collaborative structures and planning protocol for whole group instruction. In addition, teachers will formulate a plan for small group instruction based on assessment data.

Action Step #2

Monitoring Student Data

Person Monitoring:

Science Teachers/Coaches

By When/Frequency:

Bi-Weekly

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

Teachers/students will consistently track assessment data. Students will be provided with checklists or benchmark documents to track their own data. Teachers will track data by benchmark after each assessment.

Action Step #3

Media specialist will integrate science benchmarks into media lessons and create benchmark-based book promotions.

Person Monitoring:

Lydia Rosenberg

By When/Frequency:

Bi-Weekly/Monthly

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

Use media time to connect hands on science labs to literature.

Students will listen to a benchmark-based book, which will be followed by a hands-on activity.

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, we have had 7 years of the SWD subgroup not meeting the state requirement of 41% across all scoring categories. Last year, we had a significant increase in this area with an overall score of 35%. This is up from 28% the previous year. This increase did put us above the 32% threshold. We need to continue to strengthen the monitoring of student data that we are providing students in this subgroup through collaboration with the support teachers and the school leadership team. We are focusing on ELA achievement in the SIP through a schoolwide Reading focus. We are going to specifically focus on our SWD math area to strengthen our overall score in this ESSA subgroup. We had 18% of our SWD students show proficiency in math. This target will be set at 41%.

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 2027, 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%. This will include support from the district ESE TOA.

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 26-27 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, District ESE TOA, and 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:

Support facilitation teachers will utilize i-Ready prerequisite lessons and tools. PLC time will focus on planning for math which will include support facilitation teachers. There will be designated time for the Math coach to be assigned to meet with SF for planning support. Students in the lowest quartile will receive math intervention provided by the math intervention teacher outside of their scheduled minutes with the SF teacher. Mr. Rednour will complete weekly walkthroughs during math instruction for SF and VE Mild to monitor fidelity of instruction. A schedule will be created for the SF teachers and VE Mild teacher to meet with the math coach for planning. There will be a sign in sheet and Mr. Rednour will participate bi-weekly.

Rationale:

At Friendship Elementary, we have had inconsistencies with providing support facilitation 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

Bi-weekly PLC meeting with Math Coach to review SDI ahead of lesson delivery in small groups.

Person Monitoring:

Julienne Saccone

By When/Frequency:

Bi-Weekly

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

Ms. Saccone will meet bi-weekly with Support Facilitation teachers to review Iready scaffolded lessons. Teachers will run through the lessons with coach and incorporate the use of using manipulatives correctly. This will then be monitored through classroom walkthroughs to ensure that the transfer of what was conducted in the PLC session is being followed through in the instruction.

Action Step #2

VOL will be tracked and monitored on a spreadsheet.

Person Monitoring:

William Rednour

By When/Frequency:

Bi-Weekly

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

SF teachers will track their students VOL performance on a spreadsheet to check for transfer of learning from the PLC reviewed lessons. This data will be reviewed monthly with ESE coordinator's monthly visit to ensure that progress is being met with student proficiency in math.

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 2025-2026 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 continue our

focus in 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 our average absence in our school from 7.9% days to 7%.

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

Rita Sabatino and June Weaver, school leadership team, and 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:

Rita Sabatino and June Weaver

By When/Frequency:

Beginning of the year and ongoing until May 2027

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

Friendship Elementary uses a continuous improvement process in partnership with Volusia County Schools to evaluate the effectiveness of resources and supports provided to students. Student performance data, FAST progress monitoring results, MTSS data, attendance information, behavior data, and stakeholder feedback are regularly reviewed by school and district leadership teams. Based on identified needs, resources such as intervention personnel, instructional materials, professional learning, technology, and supplemental programs are strategically allocated to support school improvement goals. The effectiveness of these resources is monitored through ongoing data reviews, classroom observations, and progress-monitoring cycles. When data indicate a need for adjustment, the school collaborates with district departments to reallocate or enhance resources to ensure students receive targeted academic and behavioral support. This process ensures that resources are used efficiently, equitably, and in direct alignment with the needs of Friendship Elementary students.

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).

Need: 44% of students scored Level 3 or higher on state science assessment. The need is to address our lowest performing area.

Resource: District Science support 1 day a week, use of Special area rotation in 5th grade to utilize STEM labs.

Timeline: August 2026 through May 2027.

Monitoring: PLCs, MTSS reviews, Science VBA 1, VBA 2, VBA 3.

Outcome: Increased proficiency for our students in 5th grade science.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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