



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ferry Pass Elementary School

8310 N DAVIS HWY
Pensacola, FL 32514
850-494-5605
www.escambia.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
83%

Alternative/ESE Center
No

Charter School
No

Minority Rate
54%

School Grades History

2013-14
C

2012-13
B

2011-12
C

2010-11
C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ferry Pass Elementary School

Principal

Rhonda Shuford

School Advisory Council chair

Randy Ardis

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rhonda Shuford	Principal
Cathy Ray	Assistant Principal
Jeff Jordan	Technology Coordinator
Karin Kimberl	Guidance Counselor
Sue York	ESE Teacher
Sandra Johnson	Kindergarten Teacher
Jina Bradley	1st Grade Teacher
Anna Harageones	2nd Grade Teacher
Taylor Cowan	3rd Grade Teacher
Christine Rathbun	4th Grade Teacher
Adam Clark	5th Grade Teacher
Nancy Thomas	Physical Education Teacher

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The Sac is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are

representative of the ethnic, racial, and economic community served by the school.

Rhonda Shuford Principal

Cathy Ray Assistant Principal

Randy Ardis Community Leader/Chair

Judy Holley Parent

Faith Marshall Educational Support Representative

Richard Marshall Parent

Kheri Murphy Parent

Sarina Nettles Parent

Melanie Richardson Parent

Katrina Robinson Parent

Crystal Silvestre Parent

Michelle White Teacher Representative

Involvement of the SAC in the development of the SIP

The committee gives input into the School Improvement plan. They also attend and support school activities.

Activities of the SAC for the upcoming school year

The School Advisory Council at Ferry Pass Elementary will meet eight times during the 2013-2014 school year to discuss school curriculum initiatives, budget, parent involvement activities, and other business related to the school. The School Advisory Council (SAC) also serves as the Title 1 Parent Involvement Plan and Family Compact.

Projected use of school improvement funds, including the amount allocated to each project

\$0.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

receiving effective rating or higher

Administrator Information:

Rhonda Shuford

Principal

Years as Administrator: 10

Years at Current School: 7

Credentials

BS-Elementary Education,Bethune-Cookman College;MED-Elementary Education/Curriculum & Instruction,University of West Florida; EDS- Curriculum & Instruction, University of West Florida.

Performance Record

2012-2013 - School Grade- B
 % high standards - math - 62%
 % high standards - rdg - 59%
 % high standards - wrtg - 42
 % gains in math - 64%
 % gains in rdg - 65%
 % lowest quartile - 60%
 % lowest quartile - 73%
 2011-2012 - School Grade- C
 2010-2011 - School Grade-C
 2009-2010 - School Grade- B
 2008-2009 - School Grade- C

Cathy Ray

Asst Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

BA- Major, Sociology, Minor, History & English Endorsement, Jacksonville State University; MS- Counseling and Guidance K-12, Jacksonville State University; Certification in Educational Leadership, Jacksonville State University.

Performance Record

2012-2013 - School Grade- B
 % high standards - math - 62%
 % high standards - rdg - 59%
 % high standards - wrtg - 42%
 % gains in math - 64%
 % gains in rdg - 65%
 % lowest quartile math - 60%
 % lowest quartile rdg - 73%
 2011 -2012 - School Grade C
 2010-2011 - School Grade C
 2009 - 2010 - School Grade B
 2008 - 2009 - School Grace C

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

0%

Highly Qualified Teachers

86%

certified in-field

43, 98%

ESOL endorsed

16, 36%

reading endorsed

7, 16%

with advanced degrees

10, 23%

National Board Certified

2, 5%

first-year teachers

3, 7%

with 1-5 years of experience

19, 43%

with 6-14 years of experience

9, 20%

with 15 or more years of experience

13, 30%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

100, 3333%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Hire In-Field Teachers. Assign consulting teacher (CT) for first year teachers. Assign veterans teachers to experienced teachers new to the school worksite (mentors/buddy). Utilize START teachers.

Principal, Assistant Principal and Staff Development Office will be responsible for overseeing recruitment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Ferry Pass Elementary has a school mentoring program. The first year teachers are paired with the same grade level teacher. Activities used will be the S.T.A.R.T program and Teacher Observation opportunities.

Mentor - Ashley Frantz - Mentee - Brittany Cosby

Dana Stokes Katharine Cowen

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Team works together to provide a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support MTSS/RtI implementation through the allocation of necessary staffing and funding, and communicating with parents regarding school-based MTSS/RTI plans and activities.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Leadership Team's meeting focus will be centered on two questions: (1) How do we develop and maintain a problem-solving system to bring out the best in our students, teachers, and school? and (2) How do we incorporate more student engagement in the learning process.

The team will meet monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level, and identify students who are meeting/exceeding benchmarks, or who are at risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

General Education Teachers, Guidance Counselor, OT/PT/Speech Teachers will provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II intervention, and integrate Tier I materials/instruction with Tier II/Tier III activities.

Exceptional Student Education (ESE) will participate in student data collection, integrate core instructional activities/materials into Tier III instruction, and collaborate with general education teachers such activities as co-teaching.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/RtI process will be monitored by the administration and guidance counselor once a month and/or more frequently on the needs of students and staff. This monitoring will be based on regularly scheduled progress monitoring through the classroom and monthly data meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following data management system will be used: The 2013 Florida Comprehensive Assessment Test 2.0, Baseline Writing, Discovery Education, Reading Eggs, Study Island, and School-Wide Behavior Management Plan data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided at a faculty meeting and during teachers' common planning time and other small sessions as needed throughout the year. The MTSS/RtI Team will also evaluate when additional staff professional development needs are needed and plan the Professional Development activities. This support will come from the School Leadership Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rhonda Shuford	Principal
Cathy Ray	Assistant Principal
Miranda Jimenez	Teacher/Chair
Tammy Creel	Teacher
Peggy Hodges	Teacher
Philip Ebert	Teacher
Mary Witty	Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to focus on: How to develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. Miranda Jimenez will lead the Literacy Team Meetings. Each team member will participate equally in the decision making process. Their function will be to review progress monitoring data at the grade level and classroom level, and to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate monthly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and make decisions about implementation.

Major initiatives of the LLT

To discuss strategies to ensure all students make learning gains in reading.

The Literacy Leadership Team will look at data to assist teachers in differentiating their instruction.

The Literacy Leadership Team plans to purchase Common Core books with a book grant that the school received.

The Literacy Leadership Team plans to participate in Read across America, Dr. Zeus door decorating contest and a vocabulary parade.

The Literacy Leadership Team plans to hold a Reading Contest for grades K-5. The contest is kicked off with a book read by a special guest on the morning news.

The Literacy Leadership Team plans to continuing Reading N Recess. The UWF mascot reads to FPE fifth grade students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

FPE welcomes all preschool programs to our school. Guests are given a preview of daily activities in a kindergarten classroom as well as a tour of the school. Parents are given a school folder outlining information about our school as well as a kindergarten registration packet.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	57%	No	64%
American Indian				
Asian				
Black/African American	41%	45%	Yes	47%
Hispanic	62%	57%	No	66%
White	73%	67%	No	75%
English language learners				
Students with disabilities	43%	42%	No	49%
Economically disadvantaged	55%	56%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	27%	28%
Students scoring at or above Achievement Level 4	88	30%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	119	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	46	73%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		14%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		64%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	37	43%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	60%	Yes	61%
American Indian				
Asian				
Black/African American	36%	53%	Yes	42%
Hispanic	65%	70%	Yes	69%
White	66%	65%	No	69%
English language learners				
Students with disabilities	41%	40%	No	47%
Economically disadvantaged	51%	59%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	31%	32%
Students scoring at or above Achievement Level 4	81	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	117	64%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	60%	60%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	17%	18%
Students scoring at or above Achievement Level 4	42	46%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	650	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	37	6%	5%
Students who are not proficient in reading by third grade	36	41%	40%
Students who receive two or more behavior referrals	15	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title I funds have been set aside to allow classroom teachers the opportunity to conference with parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parental engagement opportunities.	20		

Goals Summary

G1. Student Engagement

Goals Detail

G1. Student Engagement

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- District Level Professional Development Training
- School Level Professional Development Training
- FOCUS Software Program
- Raptor Software Program

Targeted Barriers to Achieving the Goal

- Attendance
- Lack of Professional Development

Plan to Monitor Progress Toward the Goal

Increase the percentage of students receiving certificates or awards

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly Attendance Tracking Chart

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student Engagement

G1.B1 Attendance

G1.B1.S1 Perfect Attendance Monthly Recognition

Action Step 1

Professional Development for teachers in FOCUS

Person or Persons Responsible

Technology Coordinator, FOCUS Trainers

Target Dates or Schedule

August & September 2013

Evidence of Completion

Sign in Sheet

Facilitator:

Principal, Assistant Principal

Participants:

Classroom Teachers

Action Step 2

School-Wide Recognition Program for Perfect Attendance

Person or Persons Responsible

Principal/Assistant Principal/Guidance Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from FOCUS and Raptor

Plan to Monitor Fidelity of Implementation of G1.B1.S1

FOCUS Reports

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

At the end of each month

Evidence of Completion

Awarding of Certificates and/or Ribbons

Plan to Monitor Effectiveness of G1.B1.S1

FOCUS Report on Attendance

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

At the end of the month

Evidence of Completion

The percentage of Attendance Certificates and/or Ribbons awarded

G1.B1.S2 Communication with Parents

Action Step 1

Communication with parents through multiple sources

Person or Persons Responsible

Principal/Assistant Principal/Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Copies of Phone logs,utilization of School Messenger System and FOCUS, Parent/Teacher Communicator Folders, monthly newsletters, updated school website, and sign-in sheets from parent conferences

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Follow up on disconnected telephone numbers in School Messenger System, flexible conference times to meet parents' needs

Person or Persons Responsible

Principal/Assistant Principal/Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Decreased number of disconnected phone numbers in School Messenger System and FOCUS Progress Reports

Plan to Monitor Effectiveness of G1.B1.S2

Improvement on Parent Climate Survey Results

Person or Persons Responsible

District Personnel and Principal

Target Dates or Schedule

End of the Year

Evidence of Completion

Parent Climate Survey Results

G1.B2 Lack of Professional Development

G1.B2.S1 Request more Professional Development from the Office of Professional Learning and Curriculum and Instruction.

Action Step 1

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in Sheet

Facilitator:

Principal/Assistant Principal or District Staff

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Reviewing evidence of completion through Classroom Walkthroughs

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in Sheet

Plan to Monitor Effectiveness of G1.B2.S1

Discovery Education

Person or Persons Responsible

Principal/Assistant Principal/DEA Leaders

Target Dates or Schedule

After each Discovery Education Assessment

Evidence of Completion

Data Meeting Sign in Sheets

G1.B2.S2 Utilize PD360, Teachscape, Educational Impact, Common Core 360, and/or True North Logic

Action Step 1

Professional Development for staff to understand and be able to utilize resources to assist in improving student engagement

Person or Persons Responsible

Principal/Assistant Principal/Technology Coordinator/Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificates and/or School Improvement Sign in Sheet.

Facilitator:

Principal/Assistant Principal/Technology Coordinator/Classroom Teachers

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Classroom Walkthroughs

Person or Persons Responsible

Principal/Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificates

Plan to Monitor Effectiveness of G1.B2.S2

Discovery Education

Person or Persons Responsible

Principal/Assistant Principal/DEA Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Meeting Sign in Sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A

Our total Title 1 allocation was \$163,872. Of this allocation, a Full time Technology Coordinator was purchased to assist with professional development and 6 Technical Assistants were hired to assist with small group instruction for grades k-5. The district coordinates with Title II and Title III in ensuring staff development needs are met.

Title 1 Part C - Migrant

Services for migrant children are provided by the district level Title 1 office. After thorough checking of the Migrant Student Information Exchange System and our local Student Data Base, we have determined that there are 2 Migrant students at Ferry Pass Elementary.

Title 1, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 12 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 12 students at our school. This teacher assists both the classroom teacher and the ELL student.

Title VI Part B

Rural and Low Income Schools

Not applicable to Ferry Pass Elementary

Title X - Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office. At Ferry Pass Elementary School we have identified 51 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction

SAI monies are used for Technology Coordinator who provides assistance to students and staff in utilizing the technology programs and school supplies.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes ala carte items and self-serve options. Our school is also a Healthier Generation Alliance School. In 2009-2010 FPE

received the bronze level award. The school follows the district' nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issues, especially in elementary age children. In 2012-2013 we started a teaching garden through a sponsorship with American Heart Association and Gulf Power. This is a two year commitment.

Housing Programs

His is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

FPE has a Head Start classroom on site that is under the direction of the Escambia County Readiness Coalition. The program has four teachers housed in one building with two classrooms. They service thirty seven students.

Adult Education

Adult education programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student Engagement

G1.B1 Attendance

G1.B1.S1 Perfect Attendance Monthly Recognition

PD Opportunity 1

Professional Development for teachers in FOCUS

Facilitator

Principal, Assistant Principal

Participants

Classroom Teachers

Target Dates or Schedule

August & September 2013

Evidence of Completion

Sign in Sheet

G1.B2 Lack of Professional Development

G1.B2.S1 Request more Professional Development from the Office of Professional Learning and Curriculum and Instruction.

PD Opportunity 1

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction

Facilitator

Principal/Assistant Principal or District Staff

Participants

All Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in Sheet

G1.B2.S2 Utilize PD360, Teachscape, Educational Impact, Common Core 360, and/or True North Logic

PD Opportunity 1

Professional Development for staff to understand and be able to utilize resources to assist in improving student engagement

Facilitator

Principal/Assistant Principal/Technology Coordinator/Classroom Teachers

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Certificates and/or School Improvement Sign in Sheet.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student Engagement	\$5,027
	Total	\$5,027

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Total
Regular Operations, Title I, SAI	\$4,869	\$0	\$4,869
District Funded	\$0	\$0	\$0
Internal Funds	\$158	\$0	\$158
Total	\$5,027	\$0	\$5,027

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student Engagement

G1.B1 Attendance

G1.B1.S1 Perfect Attendance Monthly Recognition

Action Step 2

School-Wide Recognition Program for Perfect Attendance

Resource Type

Other

Resource

Certificates, Ribbons and bulletin board

Funding Source

Internal Funds

Amount Needed

\$158

G1.B1.S2 Communication with Parents

Action Step 1

Communication with parents through multiple sources

Resource Type

Other

Resource

Raptor, Parent-Teacher Communication Folders, Substitutes for Parent-Teacher Conferences

Funding Source

Regular Operations, Title I, SAI

Amount Needed

\$4,869

G1.B2 Lack of Professional Development

G1.B2.S2 Utilize PD360, Teachscape, Educational Impact, Common Core 360, and/or True North Logic

Action Step 1

Professional Development for staff to understand and be able to utilize resources to assist in improving student engagement

Resource Type

Technology

Resource

PD 360, Teachscape, Educational Impact, Common Core 360, and/or True North Logic

Funding Source

District Funded

Amount Needed

\$0