

Escambia County School District

Ferry Pass Middle School



2017-18 Schoolwide Improvement Plan

Ferry Pass Middle School

8355 YANCEY AVE, Pensacola, FL 32514

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

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

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ferry Pass Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Ferry Pass Middle School we believe that all students can learn and be successful. Our purpose is to create an environment which will enable each student to understand that learning is a life long process. The faculty is committed to providing rigorous academic courses to challenge students in order to prepare them so that they may excel in high school, college, and the workforce.

b. Provide the school's vision statement.

Ferry Pass Middle School believes that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe middle school environment with meaningful educational opportunities that motivate students at all levels to achieve at their highest potential. However, we recognize that middle school adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, perception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Ferry Pass Middle School is to assist in the development of self-confident, self-disciplined learners who can be productive citizens in a global community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our teachers, counselors, and administrators communicate with parents through phone conversations, conferences, and emails. We also learn about students by reading IEPs, 504 plans, and other information in the cumulative folder. Many teachers use interest inventories with students, we conduct DATA chats with students to share FSA, STAR 360, and other test scores with students. We spend time talking with students to learn about their educational and emotional needs. We conduct family literacy night events throughout the school year, which includes our Bingo for Books event twice a year. We also have a mentor program where teachers mentor students in our school.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At the beginning of the school year we have grade level assemblies where our Dean, Behavior Coach, and School Resource Officer discuss our behavior expectations, discipline plan, and our bullying prevention policy and procedures. Teachers, Guidance Counselors, and other staff promote and reward positive behaviors and offer tips and resources throughout the year to help students to build social skills and become responsible citizens of our community. Teachers, parents, and students are encouraged to report incidences of bullying or misbehavior to the counselors, dean, administrators, or School Resource Officer. Students, parents, teachers, and staff are made aware of the online reporting system where anyone can report an incidence of school violence, bullying, and/or harassment. This school year we have over 1,050 students and we only have one dean, so we are adding a Positive Behavior Coach that will be in charge of our Behavior Leadership Team and will also run referrals if ever needed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

1st Offense: Teacher gives student a verbal warning

2nd Offense: Teacher conferences with the student

3rd Offense: Teacher makes contact with parent via telephone, face-to-face or home visit

4th Offense: Team conference about student, team consequence (if applicable), and parent contact

5th Offense: Discipline Referral - consequence follows district matrix

All discipline handled by each teacher is kept on a shared drive in which students have individual documents, so a student's behavior history is tracked each year. The dean has access to this to see what the students have been doing and what steps the teacher has taken to remedy the situation. Documentation will be completed for all incidents. The administrative dean follows the District's Behavior Matrix for determining minor/major behavior incidents.

The Behavior Leadership Team (BLT) exists to create rewards for academic achievement and positive behavior choices accomplished by students. Our goal is to decrease both our In School Suspensions (ISS) and our Out of School Suspensions (OSS) from the previous year. We hope to accomplish our goal by creating rewards for students who make positive behavior choices. We have incorporated programs designed to highlight no referrals every nine weeks as well as acknowledging great behavior daily whenever and wherever it occurs on campus. Our goal is to draw students toward good behavior and away from bad choices. We also intend to reward high academic achievement to inspire students to make quality choices.

This school year we have over 1,050 students and we only have one dean, so we are adding a Positive Behavior Coach that will be in charge of our Behavior Leadership Team and will also run referrals if ever needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We have two counselors on staff to ensure the social-emotional needs of students are being met. Teachers and staff are encouraged to refer students to one of the counselors if the need arises and to let administration know if it is an emergency type situation.

Our counselors offer parents outside counseling for students in need through Lakeview Overlay Counseling.

The local chapter of Big Brothers, Big Sisters works through our school's guidance office to mentor students.

We also have a CDAC (Community Drug and Alcohol Council) program located at our school with a full time counselor in place that counsels with students in groups and individually.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Ferry Pass Middle Early Warning System identifies off-track students and serves as a tool to alert Teachers, Guidance Counselors, Administrators, and other stakeholders to the need for systematic interventions. The goal is to provide a quality education for all students, while helping each student to successfully complete school. The Ferry Pass Middle School Team members use data to identify students who are struggling to meet academic goals or who are otherwise off-track for completing school. The early warning indicators are attendance, course failures, test scores and behavior. The

data is reviewed on a regular basis, and the research based interventions are monitored for effectiveness. When a child exhibits two or more early warning indicators, the team meets to determine the appropriate interventions. If a team determines that an off track student needs the supports provided via the RTI process, parents are invited to attend and participate in meetings. Students who need Tiered Interventions are referred to the RTI team for more in-depth interventions and data collection.

Early Warning Indicator:

- Attendance - Missed 10% or more of instructional time
- Referrals and Suspensions - Two or more behavior referrals AND/OR One or more referrals with suspension
- Course Failures - Failed a Math, Failed a Language Arts, Failed two or more courses in any subject
- Retentions - Retained in 1 or more grade levels
- Test Scores - Level 1 FSA Score Reading or Math

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	47	38	42	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	17	52	50	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	70	59	71	0	0	0	0	200
Level 1 on statewide assessment	0	0	0	0	0	0	109	123	141	0	0	0	0	373

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	66	72	80	0	0	0	0	218

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Tier I:

- Daily Instruction
- Homework
- Regular Home/School Communication
- Teacher Websites with Classwork and Homework posted weekly
- Chromebook use

Tier 2:

- Intensive Reading/Read 180
- Online Practice Materials/Drills
- Differentiated Instruction
- Before School Tutoring

Behavior Coach Interventions
Support Teacher/Teacher Assistant Small Group Remediation
Parent Conference
RTI Data Collection
RTI Meet regularly determine next steps
Chromebook use - personalized learning

Tier 3:
Parent Conferences as needed
Tutoring
Extended Time
Adapted Assignment
Modified or Supplemental materials
Small group teacher or teacher assistant skill intervention groups
Assistive Technology/Chromebook use - personalized learning
RTI Data Collection
RTI Meet regularly determine next steps

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Ferry Pass Middle School receives Title I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in Title I, Part A programs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school seeks our business partnerships in the local community to support our student achievement and family and school environment. Examples of local partnerships:
Sonic Family/Friends nights

CiCi's Pizza nights

West Florida Hospital United Way Day of Caring - Cleans up and plants flowers in our courtyard each fall.

Lowes - Donates materials for our 8th grade promotion ceremony.

Cordova Lanes Bowling - Provides a discount on games for our students as a no referral behavior incentive.

Deluna Lanes - Provides discounts on our games for our students in summer bowling.

Local Walmart - Provides individual cheesecakes for teachers' birthdays to boost morale.

Whataburger - Provided a back to school breakfast for teachers.

St. Luke United Methodist Church - Provided Coffee and Donuts to teachers the first week back to work and some of the church employees plan to go through our mentor training.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mims, Sherri	Principal
White, Juanda	Assistant Principal
Horne, Thomas	Dean
Warren, Kim	School Counselor
Worley, Kaye	School Counselor
Duben, Rebecca	Instructional Coach
Quinlan, Dorothy (Susie)	Other
Lipnicky, Kim	Other
L'Orange, Janet	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal/Assistant Principal/Guidance Counselor/RTI Coordinator: Develop a common vision for the use of data-based decision making and ensure that the school based team is implementing RTi, assists in scheduling students in RTi classes, and communicates with parents regarding school based RTi plans and activities.

All members of the Leadership Team will work together to support our district wide Vision 2020 effort to focus on student engagement and personalized learning. Our instructional coach will model lessons for teachers. We will also provide some professional development for our teachers on how to use technology in the classroom for planning and for student engagement.

The Dean, Thomas Horne, and the Positive Behavior Coach, Kim Lipnicky, will monitor student behavior and discipline as well as planning school-wide positive rewards for our students.

The Principal, Assistant Principal, Dean, Behavior Coach, Counselors, RTI Coordinator will work together to monitor the online violence reporting system to ensure the safety of all students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team will engage in the following processes: Review data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. Based on that information the team will identify professional development and resources. They will also collaborate, problem solve, share effective practices, make decisions, and implement programs and strategies as needed.

Title 1, Part A

For the 2016-2017 school, Ferry Pass Middle School Title 1 Allocation is \$99,400. Funds will be spent on the following:

- 1) 100% Salary for Positive Behavior Coach \$63,100
- 2) .50 Salary for a Technology Coordinator \$30,985
- 3) Parental Involvement \$2,840
- 4) Software License (Dimension U) \$1,750
- 5) Scholastic Subscriptions \$725

Title I, Part C- Migrant

services for migrant children are provided by the district level Title I office.

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 5 migrant children at Ferry Pass Middle School. Migrant Liaison services are provided to students and parents and are coordinated with other programs to ensure needs are met.

Title I, 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 for specific professional development activities (inservice education.)

Title III

Services for English Language Learners 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 6 ELL students in Grades 6-8. In addition, an Itinerant ESOL teacher, funded through Title I monies, is assigned to the 6 students at our school. This teacher assists both the classroom teacher and the ELL students.

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 I Office. At Ferry Pass Middle School we have identified 8 homeless students and provide

additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies for the 2017-2018 school year are \$36,935 and will be used for instructional materials, educational technology for the classrooms, and staff development for teachers.

Violence Prevention Programs

The school offers a non-violence, anti-bullying, 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 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. Our district has a website where bullies may be reported anonymously.

Nutrition Programs

We are a Community Eligibility Provision (CEP) school which allows the nation's highest poverty districts and schools to serve all students free meals without the burden of collecting household applications. 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. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially at the elementary age.

Housing Programs

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

Head Start

This program is offered at the district level and several Head Start Programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education:

Evening programs are offered at all of 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.

Career and Technical Education:

Our school offers a career academy program in the area of Programming Gaming Applications. With the help of our district's workforce department we have revamped one of our vocational classes with equipment and software to offer an innovative, high interest class where students learn about careers relating to gaming applications as well as learning how to create and program gaming applications.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sherri Mims	Principal
Tameka Stallworth	Parent
Michelle Tomlin	Teacher
Juanda White	Principal
Teresa Pace	Education Support Employee
Deborah Atkins	Parent
Russell Bertles	Teacher
Helen Boyd	Parent
Leah Cox	Parent
Cynthia Davis	Parent
Ryan Deffley	Parent
Lisa Foster	Parent
Amber Jones	Parent
Lee Shervonne	Parent
Jin Yu Lin	Parent
Maritza Woodfaulk	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's SIP goals were to improve course rigor and to increase student engagement. In the Spring of 2017 we took the FSA for the second year. Our English Language Arts Learning Gains went from 43% in the 15-16 school year to 49% in the 16-17 school year. Our Math Learning Gains went from 44% in the 15-16 school year to 48% in the 16-17 school year. Our Science achievement went down two points and our math achievement went down three points. We are going to work on personalized learning with the Chromebooks to increase student engagement. All students will have a Chromebook starting off the school year. Teachers will receive staff development their first week back.

b. Development of this school improvement plan

The SAC took part in the discussion and implementation of the School-Parent Compact Letter. The SAC also participated in a discussion relating to the Title I Parental Involvement Plan. The School Improvement Plan Goals and Budget were shared with the SAC. We discussed the District's Vision 2020 plan to increase student engagement and vary learning experiences. We also discussed incorporating more technology into classrooms, moving toward 1:1 devices, teacher professional development, and family involvement strategies. We talked about our school grade, school FSA scores, and ways to improve students' test scores.

c. Preparation of the school's annual budget and plan

The SAC participated in a discussion of the school's annual budget including Title I and SAI funds. We discussed the usefulness of the student agendas and take home folders. We discussed the

school's technology needs and purchasing computers, Chromebooks, Math software, and other supplies.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

2016/2017 There were no Discretionary Lottery Funds - School Improvement Funds issued until June 7, 2017. We met with our SAC and discussed different ways to use the \$5,245. We decided to use the funds to hire a part-time high school student to work in the front office during the afternoons.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mims, Sherri	Principal
White, Juanda	Assistant Principal
Slay, Sarah	Teacher, K-12
Tomlin, Michelle	Teacher, K-12
Underwood, Dolores	Instructional Media
Boles, Cindy	Teacher, K-12
Duben, Rebecca	Instructional Coach
Forrester, Emily	Teacher, K-12
Still, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT is to encourage teachers to include reading and writing in all subject areas. We had three teachers to receive NG-CAR Training last summer. This course allows Social Studies, Science, and Career and Tech Ed teachers of classes with Industry Certifications to incorporate Literacy strategies into their content-area classes.

The LLT also conducts three parental involvement activities. We do two Bingo for Books Nights where families come out and our PTSA provides snacks and we play bingo and books and given away as prizes. The LLT also sponsors the Dream Flag program at our school. This is a school wide poetry program inspired by the poet, Langston Hughes. Every student in our school writes a dream poem and we celebrate with a family night of poetry reading, food, and music.

The LLT participates in the district-wide Battle for Books events. Ferry Pass Middle also has a student Book Club which holds monthly meetings.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers meet by department and by team on a monthly basis. Teacher planning is grouped either by team, grade level, and/or department to encourage collaborative planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

When our school has an opening, it is our district's policy to advertise the position on the Escambia County School's website through the online Winocular System. After a teacher is hired, he/she is encourage to become ESOL certified as well as any other certification that is needed for highly qualified status. The principal, assistant principal, and literacy coach are all responsible for this.

In May of this year our district had a hiring fair where over 300 hundred candidates had the opportunity to check out and talk with representatives from each school in our district. Candidates passed out resumes and left contact information with principals. We were able to hire on the spot for current openings.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Brianna Lopez - 7th/8th Grade Science Teacher - Maureen Humphrey - Science Department Chair
Brittney Simmons - 7th Grade Reading Teacher - Sarah Backus - 7th Grade Reading Teacher
Jacquelyn Johnson - 7th/8th Grade Social Studies Teacher - Gene May - Social Studies Department Chair

Rebecca Van Fleet - 8th Grade Math - Dawn Branch - Math Department Chair

-

Mentors will help mentees learn procedures and daily procedures of our school. The mentor will conduct classroom walkthroughs when necessary and set up classroom observation sessions for the mentee when needed. The mentor and mentee will meet regularly to discuss evidence based strategies and needs of the mentee as they arise.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our district specialist in each core subject provides a pacing guide that aligns with the Florida standards. The district specialist, along with the school principal, assistant principal, and department chairpersons make sure teachers have the current Florida standards, district pacing guide, appropriate textbook, and any materials needed and/or available to teach these classes.

The district offers professional development throughout the school year on individual subject matter, teaching strategies, and many other areas based on the needs of teachers. At the school level,

teachers use the PD360 website for professional development and teachers are encouraged to observe each other as a professional development tool. Substitute teachers can be provided for these observations.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students are placed in advanced, regular, or remedial classes at the beginning of the school year based on FSA test performance from the previous year. Teachers look at the individual subtest areas to determine students' strengths and weaknesses. Reading teachers give the Star 360 test three times throughout the school year and tailor instruction based on the results.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Peer to peer coaching to improve instructional strategies in the classroom.

Strategy Rationale

Increase rigor in the classroom.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mims, Sherri, smims@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

E3, Evaluations

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Ferry Pass Middle School holds a spring orientation for 5th graders that will be coming to the school in August.

The week before school starts another orientation is held for 6th graders and 7th and 8th graders new to the school. At this time students are given a schedule and can walk around from class to class with their parents so they will feel more comfortable on the first day of school.

We participate in the Annual Show Case Academy held by the district. A speaker provided by the

district speaks to 8th grade students about academies during the school day. During March, guidance counselors from our feeder high schools come out and meet with 8th graders and distribute registration cards for students to fill out and get signed by a parent.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Ferry Pass Middle School has the Gaming and Applications Development Academy that prepares and feeds students into Tate High School's Gaming Academy. The phones used as part of the programming in this class were donated from Android. We also offer a high school credit class, Computer Fundamentals that allows students to earn industry certifications in Microsoft Office. We have partnerships with local businesses and organizations that provide materials and guest speakers for our school as needed. These includes Lowes, CiCis Pizza, University of West Florida, Deluna Lanes, Cordova Lanes Bowling, and Walmart.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Ferry Pass Middle School has the Gaming and Applications Development Academy that prepares and feeds students into Tate High School's Gaming Academy. We also offer a high school credit class, Computer Fundamentals that allows students to earn industry certifications in Microsoft Office.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Career and technical teachers participated in a Florida Standards and CTE Workshop. The focus of the workshop was incorporating English Language Arts, Mathematics, and Technical Literacy into the career and technical course frameworks. During the 2013-14 school year, a CTE teacher participated in the school-based Common Core Training. The CTE teachers also participated in a Florida Standards and CTE Workshop hosted by Workforce Education Department. Two of our CTE teachers participated in the NGCAR training during the summer of 2016. This training allows content area teachers to serve as a reading teacher for fluent level 2 and 3 readers through the use of literacy strategies in the CTE courses. During the summer of 2017 one of our CTE teacher received training on the new Computer Fundamentals High School credit course.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student engagement

- G2.** Increase student achievement in each of the nine areas that are used to calculate our school grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student engagement 1a

G098978

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal 3

- Teacher Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers on staff with expertise knowledge in areas that he/she could share with others

Plan to Monitor Progress Toward G1. 8

The Assistant Principal will keep an ongoing list of teachers that have attended the training.

Person Responsible

Juanda White

Schedule

On 5/26/2017

Evidence of Completion

The Principal and Assistant Principal will look at evaluations, Data Notebooks, and Communication Logs to see if teachers are using the strategies from the training.

G2. Increase student achievement in each of the nine areas that are used to calculate our school grade.

1a

G098979

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal 3

- 8th Grade Math Achievement - Level 1 and 2 students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher website, edmodo, chromebooks

Plan to Monitor Progress Toward G2. 8

FSA score reports and our school grade will determine improvement. STAR 360, 9 weeks tests, and Semester tests will be used for progress monitoring.

Person Responsible

Sherri Mims

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA score reports and our school grade will determine improvement. STAR 360, 9 weeks tests, and Semester tests will be used for progress monitoring.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student engagement 1

G098978

G1.B1 Teacher Professional Development 2

B266493

G1.B1.S1 Teachers need more opportunities for professional development that will increase student engagement. 4

S282395

Strategy Rationale

Teachers need a variety of opportunities that range from mini workshops offered before and after school to workshops that are offered away from school where subs are provided. The training needs to be high quality because teachers' time is valuable.

Action Step 1 5

District IT department will provide three hour training on personalized learning, Vision 2020, and student engagement to entire faculty during pre-school on August 3, 2017.

Person Responsible

Juanda White

Schedule

On 5/31/2018

Evidence of Completion

Staff Development Sign in Sheets, Classroom Walk throughs

Action Step 2 5

Offer mini trainings before or after school and on planning days on the 1:1 Personalized Learning to increase student engagement and have teachers share best practices

Person Responsible

Sherri Mims

Schedule

Monthly, from 8/2/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, teachers demonstrating use of knowledge, and Administrative observations and classroom walk throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor staff development sign in sheets to ensure all teachers are participating

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

Staff development sign in sheets, Teacher Evaluations, Teacher Walk-Throughs

G2. Increase student achievement in each of the nine areas that are used to calculate our school grade. 1

G098979

G2.B1 8th Grade Math Achievement - Level 1 and 2 students 2

B266494

G2.B1.S1 Run reports in FOCUS that indicate students' FSA score weaknesses. Use this information to differentiate instruction. Teacher will use multiple ways of communication with parents. 4

S282396

Strategy Rationale

Use the reports to teach based on each student's needs.
Involve parents and keep them informed on their student's progress throughout the school year.

Action Step 1 5

Teachers will run FSA score reports in Math and ELA that indicate students' areas of weaknesses so that teaching can be differentiated accordingly.

Person Responsible

Juanda White

Schedule

Daily, from 8/2/2017 to 5/31/2018

Evidence of Completion

Teacher Data Notebook with FSA Score Reports for each class period

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers are required to keep a data notebook of FSA score reports for each class period with the reports indicating the weakness of each student.

Person Responsible

Sherri Mims

Schedule

On 5/31/2018

Evidence of Completion

The Principal and Assistant Principal will check data notebooks when they go in the classrooms for formal evaluations or for informal walk throughs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Reading Department Chair will meet with the teachers to go over the Read 180 reports and STAR 360 reports to explain the results and offer support.

Person Responsible

Rebecca Duben

Schedule

Monthly, from 8/2/2017 to 5/31/2018

Evidence of Completion

Read 180 and STAR 360 Reports will be kept in teacher data notebooks and administration will check for these during formal evaluations and informal walk throughs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M413738	The Assistant Principal will keep an ongoing list of teachers that have attended the training.	White, Juanda	8/10/2016	The Principal and Assistant Principal will look at evaluations, Data Notebooks, and Communication Logs to see if teachers are using the strategies from the training.	5/26/2017 one-time
G2.MA1 M413741	FSA score reports and our school grade will determine improvement. STAR 360, 9 weeks tests, and...	Mims, Sherri	8/10/2017	FSA score reports and our school grade will determine improvement. STAR 360, 9 weeks tests, and Semester tests will be used for progress monitoring.	5/31/2018 semiannually
G1.B1.S1.MA1 M413737	Monitor staff development sign in sheets to ensure all teachers are participating		8/2/2017	Staff development sign in sheets, Teacher Evaluations, Teacher Walk-Throughs	5/31/2018 one-time
G1.B1.S1.A1 A381080	District IT department will provide three hour training on personalized learning, Vision 2020, and...	White, Juanda	6/1/2017	Staff Development Sign in Sheets, Classroom Walk throughs	5/31/2018 one-time
G1.B1.S1.A2 A381081	Offer mini trainings before or after school and on planning days on the 1:1 Personalized Learning...	Mims, Sherri	8/2/2017	Sign-in sheets, teachers demonstrating use of knowledge, and Administrative observations and classroom walk throughs	5/31/2018 monthly
G2.B1.S1.MA1 M413739	Reading Department Chair will meet with the teachers to go over the Read 180 reports and STAR 360...	Duben, Rebecca	8/2/2017	Read 180 and STAR 360 Reports will be kept in teacher data notebooks and administration will check for these during formal evaluations and informal walk throughs.	5/31/2018 monthly
G2.B1.S1.MA1 M413740	Teachers are required to keep a data notebook of FSA score reports for each class period with the...	Mims, Sherri	8/2/2017	The Principal and Assistant Principal will check data notebooks when they go in the classrooms for formal evaluations or for informal walk throughs.	5/31/2018 one-time
G2.B1.S1.A1 A381082	Teachers will run FSA score reports in Math and ELA that indicate students' areas of weaknesses so...	White, Juanda	8/2/2017	Teacher Data Notebook with FSA Score Reports for each class period	5/31/2018 daily

V. Professional Development Opportunities

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

G1. Increase student engagement

G1.B1 Teacher Professional Development

G1.B1.S1 Teachers need more opportunities for professional development that will increase student engagement.

PD Opportunity 1

District IT department will provide three hour training on personalized learning, Vision 2020, and student engagement to entire faculty during pre-school on August 3, 2017.

Facilitator

Escambia County School District IT

Participants

Teachers

Schedule

On 5/31/2018

PD Opportunity 2

Offer mini trainings before or after school and on planning days on the 1:1 Personalized Learning to increase student engagement and have teachers share best practices

Facilitator

David Williams, Sherri Mims, Juanda White

Participants

Teachers

Schedule

Monthly, from 8/2/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	District IT department will provide three hour training on personalized learning, Vision 2020, and student engagement to entire faculty during pre-school on August 3, 2017.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Ferry Pass Middle School	Other		\$1,000.00
			<i>Notes: Stipends for Teachers to attend Capturing Kids Hearts Training</i>			
2	G1.B1.S1.A2	Offer mini trainings before or after school and on planning days on the 1:1 Personalized Learning to increase student engagement and have teachers share best practices				\$0.00
3	G2.B1.S1.A1	Teachers will run FSA score reports in Math and ELA that indicate students' areas of weaknesses so that teaching can be differentiated accordingly.				\$16,898.65
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Ferry Pass Middle School	Other		\$7,448.65
			0301 - Ferry Pass Middle School	Title I, Part A		\$9,450.00
					Total:	\$17,898.65