

Ferry Pass Elementary School



2017-18 Schoolwide Improvement Plan

Ferry Pass Elementary School

8310 N DAVIS HWY, 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)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

**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 Elementary 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.

The mission of Ferry Pass Elementary School is to develop self-confident, lifelong learners. We recognize that in order to guarantee students success, partnerships among schools and parents are critical. It is our goal to create a climate of mutual trust and respect that support substantial parent involvement.

b. Provide the school's vision statement.

Our vision is to create an environment of collaboration for both students and teachers in order to increase achievement that promotes student development in all areas.

2. School Environment

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

At the beginning of the school year, teachers make phone calls to parents to introduce themselves to the parent and student, tell the parents about orientation (meet and greet with teacher), and ask for any important information about the student. Teachers utilize team building activities and cooperative group activities in the classroom throughout the year.

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

We have school-wide rules that are reviewed on our WFPE morning news each nine weeks. Each teacher is given our school pride pledge, a set of cafeteria, hallway, dismissal and restroom rules so rules are consistent throughout the building. Teachers review rules at the beginning of the year and as needed throughout the year. Each year we train all students and faculty on bullying. Students are supervised at all times with all adults having a morning and an afternoon duty.

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.

We have a school-wide discipline plan, which outlines steps to be initiated before a disciplinary referral is put in FOCUS. We also do not allow parents to go visit classrooms after the tardy bell rings. The office staff are not allowed to buzz the classrooms during the reading block and if other announcements need to be made, permission is requested from administration.

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.

Ferry Pass Elementary School is dedicated to nurturing to full potential the academic, physical, emotional, social, and moral development of each student. Through cooperative efforts of home, school, and community, we strive to provide a variety of educational experiences, such as school-wide garden projects, field trips, school-wide programs in a secure, supportive, enriching environment. In addition, we offer outpatient counseling referrals to parents who request it or if a

school official feels the need. Mentors are placed with students who are recommended by teachers and/or requested by parents.

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.

Ferry Pass Elementary receives a list of early warning indicators and the list includes the following:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	4	8	12	14	13	10	0	0	0	0	0	0	0	61
One or more suspensions	1	0	4	7	4	4	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	11	8	30	16	18	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	10	20	32	0	0	0	0	0	0	0	62

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	4	5	16	14	17	0	0	0	0	0	0	0	56

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

For students in need of interventions, the MTSS/RTI process is started, where a team of 3-4 members develop intervention strategies to assist the student in improving their academic and/or behavior performance. The teacher will implement these and other strategies they deem necessary and establish a method of progress monitoring.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/412806>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Ferry Pass Elementary 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.

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
Shuford, Rhonda	Principal
Ray, Cathy	Assistant Principal
Kostic, Laurie	Teacher, ESE
Jordan, Jeff	Instructional Technology
Walker, Debbie	School Counselor
Perkins, Lori	Teacher, K-12
Bradley, Jina	Teacher, K-12
Winingar, Kelly	Teacher, K-12
Repine, Wanda	Teacher, K-12
Blackman, Alisa	Teacher, K-12
Moss, Lisa	Teacher, K-12
Stewart, Nekeisha	Teacher, K-12
White, Michelle	Instructional Media

b. Duties

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

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 as needed 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 and Guidance Counselor 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) Teachers 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.

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 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.

Title 1, Part A

Our total Title 1 allocation was \$179,385. Of this allocation, a Full time Technology Coordinator, a teacher assistant for the computer lab was purchased to assist with professional development and technology needs of our school. 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 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the ELL 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 all identified homeless students are provided additional assistance.

Supplemental Academic Instruction

SAI monies are used for technology software and school supplies and to purchase supplemental materials and resources for classrooms.

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's 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 was a two year commitment. We are continuing our garden this year.

Housing Programs

This 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rhonda Shuford	Principal
Trey Parnell	Business/Community
Jeff Wilmoth	Parent
Heidi Chambers	Parent
John Dean	Teacher
Kealy Heal	Parent
Yolanda Hernandez	Parent
Elizabeth Jones	Education Support Employee
Angela Mayberry	Parent
Thanh UC	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

Ferry Pass Elementary's School Advisory Council (SAC) met a minimum of four times during the 2016-2017 school year and discussed school curriculum initiatives, budgets, parent involvement activities, and other business related to the school. The School Advisory Council (SAC) were invited to all school activities and programs.

b. Development of this school improvement plan

The School Advisory Council (SAC) gives input into the School Improvement Plan. They also attend and support school activities and programs.

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

The School Advisory Council (SAC) will assist in the development of the school's annual budget. The School Advisory Council (SAC) will also approve the budget.

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

Ferry Pass Elementary received \$2,960 in Discretionary Lottery Funds (School Improvement Funds) for 2016-2017. Funds will be used to allow teachers to attend PD and for school-wide presentations.

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

Yes

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
Shuford, Rhonda	Principal
Grogan, Rachael	Teacher, K-12
Perkins, Lori	Teacher, K-12
Cowen, Katharine	Teacher, K-12
White, Michelle	Instructional Media
Waters, Dorothy	Teacher, K-12
Eaton, Heather	Teacher, K-12
Ritchie-Riddle, Dottie	Teacher, K-12

b. Duties

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

The LLT discusses strategies to help students develop love of reading as well as work to ensure all students show growth in the area of reading. The LLT reviews ELA data for trends to assist with differentiating instruction and professional development opportunities. The LLT promotes AR for grades K-5. The LLT will develop and promote ideas to encourage reading on our campus.

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.

All Ferry Pass Elementary teachers have planning time to enhance teacher collaboration. Ferry Pass Elementary teachers are also on school improvement committees such as Math, ELA, Science/STEM, Discipline/Student Recognition, Team Building/Employee Recognition, Parent Involvement/Community Relations, School Spirit/School Decor, Garden, Wellness/Safety/Site Energy.

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

We only hire Highly Qualified Teachers (HQT) at Ferry Pass Elementary. A consulting teacher (CT) is assigned to first year teachers. Veteran teachers are assigned to experienced teachers new to the school worksite (mentors/buddy).

The Principal and Assistant Principal work to retain highly qualified teachers through providing collaborative feedback to teachers and building and sustaining positive relationships with teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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 - Lori Perkins - Mentee - Megan Hines

Mentor - Lori Perkins - Mentee - Heather Steele

Mentor - Wanda Repine - Mentee - Madelyn Cognevich

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.

The district and school work closely together ensuring that all instructional materials that are adopted are aligned to the Florida standards. The ELA and Math departments have developed pacing guides that align to the Florida Standards. Teachers are expected to follow those guides to ensure that all students are taught prior to the state testing.

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.

Teachers will review data from Reading Wonders and plan activities to meet specific needs of students. STAR Testing data will also be used to determine the weak curriculum areas of students and to plan instruction to remediate those deficiencies. Supplemental programs such as Study Island, Reading Eggs and Math Seeds will also be used.

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: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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.

FPE houses a Head Start Pre-K program. The ECSD allows Head Start to have a modular unit on our campus. In late spring, the Pre-K students 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.

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.

N/A

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

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to increase student achievement in ELA and Math to bring our proficiency levels to the same as the state proficiency levels or higher.

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. Our goal is to increase student achievement in ELA and Math to bring our proficiency levels to the same as the state proficiency levels or higher. 1a

G098993

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Tardies/Early Check-outs
- Lack of Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- School/District/Out-of-County/State Professional Development Training

Plan to Monitor Progress Toward G1. 8

Increase student achievement on the STAR Assessments

Person Responsible

Rhonda Shuford

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data from Discovery Education Assessment

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Our goal is to increase student achievement in ELA and Math to bring our proficiency levels to the same as the state proficiency levels or higher. **1**

 **G098993**

G1.B1 Tardies/Early Check-outs **2**

 **B266543**

G1.B1.S1 Perfect Attendance Recognition (each 9 weeks) **4**

 **S282430**

Strategy Rationale

Students who have not missed any days of school and have had no tardies or early check-outs will receive ribbons each 9 weeks.

Action Step 1 **5**

Perfect Attendance ribbons after each 9 week grading period

Person Responsible

Debbie Walker

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Collection of evidence through FOCUS and presentation of ribbons for Perfect Attendance

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

FOCUS information and presentation of Perfect Attendance Ribbons

Person Responsible

Debbie Walker

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Awarding of Certificates and/or Ribbons

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

FOCUS Report on Attendance

Person Responsible

Debbie Walker


Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

The number of Attendance Ribbons awarded

G1.B1.S2 Communication with Parents 4

 S282431

Strategy Rationale

Principal and assistant principal will conference with parents of students with 10 or more absences, tardies or early check-outs.

Action Step 1 5

Communication with parents through multiple sources

Person Responsible

Rhonda Shuford

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Utilization of School Messenger System and FOCUS, Parent/Teacher Communicator Folders, monthly newsletters, updated school website, and parent conference forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Rhonda Shuford

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Number of school messages sent home, newsletters and conference logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Parent Climate Survey Results

Person Responsible

Rhonda Shuford

Schedule

Annually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data from the Parent Climate Survey

G1.B2 Lack of Professional Development 2

 B266544

G1.B2.S1 Request Professional Development from School/District/Out-of-County/State in ELA, Math, Science and Inclusive Practices 4

 S282432

Strategy Rationale

Increase teacher knowledge, methods, and strategies to increase student achievement and engagement

Action Step 1 5

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction (ELA, Math, Science and Inclusive Practices)

Person Responsible

Rhonda Shuford

Schedule

Annually, from 8/2/2017 to 5/23/2018

Evidence of Completion

Sign in Sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Reviewing lesson plans and conducting classroom walkthroughs

Person Responsible

Rhonda Shuford

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

E3 Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

STAR Data

Person Responsible

Rhonda Shuford

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Data Meeting Sign in Sheets/STAR & FSA Scores

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 M413822	Increase student achievement on the STAR Assessments	Shuford, Rhonda	8/10/2017	Data from Discovery Education Assessment	5/23/2018 quarterly
G1.B1.S1.MA1 M413816	FOCUS Report on Attendance	Walker, Debbie	8/10/2017	The number of Attendance Ribbons awarded	5/23/2018 quarterly
G1.B1.S1.MA1 M413817	FOCUS information and presentation of Perfect Attendance Ribbons	Walker, Debbie	8/10/2017	Awarding of Certificates and/or Ribbons	5/23/2018 quarterly
G1.B1.S1.A1 A381124	Perfect Attendance ribbons after each 9 week grading period	Walker, Debbie	8/10/2017	Collection of evidence through FOCUS and presentation of ribbons for Perfect Attendance	5/23/2018 quarterly
G1.B2.S1.MA1 M413820	STAR Data	Shuford, Rhonda	8/10/2017	Data Meeting Sign in Sheets/STAR & FSA Scores	5/23/2018 quarterly
G1.B2.S1.MA1 M413821	Reviewing lesson plans and conducting classroom walkthroughs	Shuford, Rhonda	8/10/2017	E3 Evaluations	5/23/2018 weekly
G1.B2.S1.A1 A381126	Request additional Professional Development through the Office of Professional Learning and...	Shuford, Rhonda	8/2/2017	Sign in Sheet	5/23/2018 annually
G1.B1.S2.MA1 M413818	Parent Climate Survey Results	Shuford, Rhonda	8/10/2017	Data from the Parent Climate Survey	5/23/2018 annually
G1.B1.S2.MA1 M413819	Follow up on disconnected telephone numbers in School Messenger System, flexible conference times...	Shuford, Rhonda	8/10/2017	Number of school messages sent home, newsletters and conference logs	5/23/2018 monthly
G1.B1.S2.A1 A381125	Communication with parents through multiple sources	Shuford, Rhonda	8/10/2017	Utilization of School Messenger System and FOCUS, Parent/Teacher Communicator Folders, monthly newsletters, updated school website, and parent conference forms	5/23/2018 quarterly

V. Professional Development Opportunities

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

G1. Our goal is to increase student achievement in ELA and Math to bring our proficiency levels to the same as the state proficiency levels or higher.

G1.B2 Lack of Professional Development

G1.B2.S1 Request Professional Development from School/District/Out-of-County/State in ELA, Math, Science and Inclusive Practices

PD Opportunity 1

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction (ELA, Math, Science and Inclusive Practices)

Facilitator

Principal/Assistant Principal or District Staff

Participants

All Faculty

Schedule

Annually, from 8/2/2017 to 5/23/2018

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	Perfect Attendance ribbons after each 9 week grading period				\$304.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0291 - Ferry Pass Elementary School	General Fund		\$304.00
2	G1.B1.S2.A1	Communication with parents through multiple sources				\$2,320.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0291 - Ferry Pass Elementary School	Title, I Part A		\$2,320.25
3	G1.B2.S1.A1	Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction (ELA, Math, Science and Inclusive Practices)				\$3,136.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0291 - Ferry Pass Elementary School	Title, I Part A		\$3,136.00
Total:						\$5,760.25