Ferry Pass Middle School

2018-19 Schoolwide Improvement Plan

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Ferry Pass Middle School

8355 YANCEY AVE, Pensacola, FL 32514

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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 that challenge students in order to prepare and equip them to excel in high school, college, and the workforce.

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.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.

School Leadership Team

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

Name	Title
White, Juanda	Principal
Jackson, Josh	Assistant Principal
Sanders, Kevin	Dean
Lipnicky, Kim	Administrative Support
L'Orange, Janet	Administrative Support
Quinlan, Dorothy (Susie)	Administrative Support
Worley, Kaye	School Counselor
Warren, Kim	School Counselor
Underwood, Dolores	Instructional Media
Duben, Rebecca	Teacher, K-12
Boles, Cindy	Teacher, ESE
Slay, Sarah	Teacher, K-12
Tomlin, Michelle	Teacher, K-12

Duties

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. Teacher Leaders will model rigourous and engaging lessons that use varied strategies to personalize learning. We will also provide some professional development for our teachers on strategeis that inrease critical thinking and student engagement.

The Behavior Leadership Team, including our Dean and Behavior Coach, 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.

Early Warning Systems

Year 2017-18

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	5	9	13	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	22	81	80	0	0	0	0	183
Course failure in ELA or Math	0	0	0	0	0	0	33	1	8	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	0	0	131	167	164	0	0	0	0	462

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	38	55	63	0	0	0	0	156

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	3	7	0	0	0	0	11

Date this data was collected

Friday 8/17/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA Math learning gains for students in the lower quartile was the lowest data component. The decline in math learning gains first occurred this year, and more data is needed before a trend can be determined.

Which data component showed the greatest decline from prior year?

In the 15-16 school year, learning gains in math for the lower quartile was at 38%. Learning gains remained at 38% in the 16-17 school year. The decline occurred in the 17-18 school year when math learning gains were at 33%.

Which data component had the biggest gap when compared to the state average?

2018 Proficiency scores in FSA reading and math are lower that state average. (% Students at level3-5)
Ferry Pass FSA Math 6th Grade-43, 7th Grade-45, 8th grade-29; FSA Reading 6th Grade-40, 7th Grade-36, 8th Grade-50
State FSA Math 6th Grade-51, 7th grade-53, 8th Grade 46; State FSA Reading 6th grade-52, 7th Grade-52, 8th Grade-55
The biggest gap is in the 8th grade math proficiency rate.
In 2017 Social Studies achievement scores were significantly below state average.

Which data component showed the most improvement? Is this a trend?

ELA learning gains for students in the lowest quartile have improved the most. In the 16-17 school year ELA learning gains for the lowest quartile were at 37%, and in the 17-18 school year they improved to 43%.

Describe the actions or changes that led to the improvement in this area.

Walkthrough data and lesson plans show that teachers are using technology, personalized learning strategies and higher order thinking questions more to increase student engagement and rigor in ELA/reading classrooms.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	46%	53%	40%	45%	52%
ELA Learning Gains	47%	48%	54%	43%	47%	53%
ELA Lowest 25th Percentile	43%	44%	47%	35%	41%	45%
Math Achievement	47%	44%	58%	45%	46%	55%
Math Learning Gains	49%	47%	57%	44%	46%	55%
Math Lowest 25th Percentile	33%	44%	51%	38%	41%	47%
Science Achievement	49%	48%	52%	46%	45%	50%
Social Studies Achievement	55%	55%	72%	52%	54%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	5 (47)	9 (38)	13 (42)	27 (127)
One or more suspensions	22 (17)	81 (52)	80 (50)	183 (119)
Course failure in ELA or Math	33 (70)	1 (59)	8 (71)	42 (200)
Level 1 on statewide assessment	131 (109)	167 (123)	164 (141)	462 (373)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	40%	0%	52%	-12%
	2017	39%	43%	-4%	52%	-13%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	36%	41%	-5%	51%	-15%
	2017	38%	40%	-2%	52%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
08	2018	50%	51%	-1%	58%	-8%
	2017	46%	47%	-1%	55%	-9%
Same Grade Comparison		4%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	43%	36%	7%	52%	-9%
	2017	39%	36%	3%	51%	-12%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	45%	45%	0%	54%	-9%
	2017	42%	44%	-2%	53%	-11%
Same Grade Comparison		3%				
Cohort Comparison		6%				
08	2018	29%	24%	5%	45%	-16%
	2017	23%	25%	-2%	46%	-23%
Same Grade Comparison		6%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	47%	45%	2%	50%	-3%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	52%	51%	1%	71%	-19%
2017	50%	53%	-3%	69%	-19%
Compare		2%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	84%	51%	33%	62%	22%
2017	85%	51%	34%	60%	25%
Compare		-1%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	0%	48%	-48%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	35	30	19	35	24	20	26			
ASN	70	77		82	70			90	89		
BLK	26	44	43	31	43	32	31	42	70		
HSP	44	46	31	47	49	44	50	71	67		
MUL	53	53	38	48	54	36	64	39	80		
WHT	52	47	44	57	52	32	57	62	75		
FRL	36	45	43	40	46	29	41	43	79		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	35	29	15	32	30	17	33			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ASN	66	61		77	82		72		87		
BLK	23	36	28	23	39	37	21	38	82		
HSP	47	66	50	42	38	27	45	38	92		
MUL	44	34	33	41	47	23	47	55	80		
WHT	52	58	48	56	54	40	58	60	77		
FRL	35	45	36	35	43	37	37	45	61		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Lower Quartile Academic Performance
Rationale	The FSA scores reveal that our proficiency rate is well below state average, and our lower quartile scores have declined in the area of Math.
Intended Outcome	Resources and supports will be provided to the students who fall into the lower quartile in order to help these students to make academic gains. Teachers use resources based on areas of need, as assessed in STAR 360. Math teachers use Accelerated Math. We are also using the Read 180 program for all level 1/2 students.We provided Support Facilitation or Teacher Assistant support in Reading/ELA, Math, and Science classes.
Point Person	Juanda White (jwhite1@ecsdfl.us)

Action Step

Description	Teachers will receive training in Thinking Maps and Trauma Informed Care to enhance instruction and reach at risk learners.
Person Responsible	Josh Jackson (jjackson5@ecsdfl.us)

Plan to Monitor Effectiveness

Description	Stakeholders will review data and discuss data at Family Data Chat nights. Administration will review Lesson plans and test data to evaluate implementation.
Person Responsible	Juanda White (jwhite1@ecsdfl.us)

Activity #2	
Title	Social Studies Achievement
Rationale	Social Studies achievemnt scores were well below state average in 2017
Intended Outcome	Increase Social Studies Acheivement
Point Person	Josh Jackson (jjackson5@ecsdfl.us)
Action Step	
Description	Participation in the Scale-up PACT study for U.S. History grant to improve content based reading comprehension.
Person Responsible	Josh Jackson (jjackson5@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Monitor lesson plans, walk-through data, and test score for effectiveness of the plan.
Person Responsible	Juanda White (jwhite1@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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.

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

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 Children's Home Society.
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.
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. Our district has a website where bullies may be reported anonymously.

Title X, Homeless

The school works with the district's Homeless Coordinator to provider 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 Title I office.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

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.We also provide ala carte items.

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.

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 meet monthly and 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 2018-2019 school year, Ferry Pass Middle School Title 1 Allocation is $158,125. Funds will be spent on the following:

1) 100% Salary for Reading Teacher $63,985
2) .50 Salary for a Technology Coordinator $31,116
3) Parental Involvement $4,025
4) Software $11,155

5) Professional Development $13,825

Title I, Part C- Migrant
Services for migrant children are provided by the district level Title I office.
The Migrant Student Information Exchange (MSIX) system and our local Student Data Base is used to identify 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 II
Professional development is offered at both the school and district level. Please see each goal for specific professional development activities.

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.

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 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.
The Gaming and Applications Development Academy 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.
We have partnerships with local businesses and organizations that provide materials and guest speakers for our school as needed. These include Lowes, CiCis Pizza, University of West Florida, Deluna Lanes, Cordova Lanes Bowling, and Walmart.

Part V: Budget

Total:	**$20,980.00**