

Escambia County School District

Ferry Pass Elementary School



2018-19 Schoolwide Improvement Plan

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Ferry Pass Elementary School

8310 N DAVIS HWY, 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)
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	67%

School Grades History

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

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.

The mission of Ferry Pass Elementary School is to develop self-confident, lifelong learners. We recognize that 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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Fieg, Catrena	Principal
Ray, Cathy	Assistant Principal
Jordan, Jeff	Instructional Technology
Walker, Debbie	School Counselor
Repine, Wanda	Teacher, K-12
Stewart, Nekeisha	Teacher, K-12
White, Michelle	Instructional Media
Moss, Lisa	Teacher, K-12
Bradley, Jina	Teacher, K-12
Dean, John	Teacher, K-12
Craig, Latisia	Teacher, K-12
Freeman, Jacob	

Duties

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 centers 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 personalized learning and 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 concerning implementation.

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	7	6	8	5	11	5	0	0	0	0	0	0	0	42
One or more suspensions	0	8	0	7	10	8	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	6	5	11	13	4	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	12	27	29	0	0	0	0	0	0	0	68

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	1	2	8	14	8	0	0	0	0	0	0	0	33

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	7	7	2	13	1	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	0	0	0	5	2	0	0	0	0	0	0	0	0	7

Date this data was collected

Wednesday 7/11/2018

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	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

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	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

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?

ELA Lowest Quartile

Which data component showed the greatest decline from prior year?

Math Achievement 55% in 2016-17 declined to 49% in 2017-18

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

Math Achievement School-49% State-62%

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

Science Achievement

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

Utilization of scientific provides for hands-on data collection, standards-based instruction, the use of technology your project-based learning, the use of School Net Assessments and data, Study Island

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	49%	49%	56%	45%	46%	52%
ELA Learning Gains	51%	46%	55%	45%	46%	52%
ELA Lowest 25th Percentile	41%	40%	48%	35%	43%	46%
Math Achievement	49%	55%	62%	54%	52%	58%
Math Learning Gains	57%	57%	59%	47%	50%	58%
Math Lowest 25th Percentile	44%	48%	47%	27%	43%	46%
Science Achievement	65%	55%	55%	50%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (4)	6 (8)	8 (12)	5 (14)	11 (13)	5 (10)	42 (61)
One or more suspensions	0 (1)	8 (0)	0 (4)	7 (7)	10 (4)	8 (4)	33 (20)
Course failure in ELA or Math	0 (0)	6 (11)	5 (8)	11 (30)	13 (16)	4 (18)	39 (83)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (10)	27 (20)	29 (32)	68 (62)

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
03	2018	48%	52%	-4%	57%	-9%
	2017	52%	59%	-7%	58%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	43%	51%	-8%	56%	-13%
	2017	50%	49%	1%	56%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
05	2018	50%	44%	6%	55%	-5%
	2017	43%	47%	-4%	53%	-10%
Same Grade Comparison		7%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	54%	-9%	62%	-17%
	2017	54%	54%	0%	62%	-8%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	51%	58%	-7%	62%	-11%
	2017	51%	54%	-3%	64%	-13%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
05	2018	47%	52%	-5%	61%	-14%
	2017	57%	50%	7%	57%	0%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	64%	55%	9%	55%	9%
	2017					
Cohort Comparison						

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	26	45	47	31	55	53	24				
BLK	38	47	46	39	53	46	47				
HSP	68	63		47	38						
MUL	42	38		48	56		67				
WHT	57	52	40	58	62	42	76				
FRL	44	45	36	42	52	45	56				
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	14	22	20	20	44	44	18				
BLK	36	40	31	38	51	54	38				
HSP	71	67		60	50						
MUL	52	69		63	43						
WHT	55	51	45	66	61	29	79				
FRL	42	42	34	46	48	36	51				

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	Math Proficiency
Rationale	Math proficiency of 49% in 2018 fell below the District Average of 55% and the State average of 62%
Intended Outcome	Increase math proficiency by 60% during the 2018-19 school year.
Point Person	Catrena Fieg (cfieg@ecsdfi.us)

Action Step

Description	Professional Development in Math Content Focus Training for teachers in grades K-5 Professional Development in standards-based planning and planning for rigor Professional Development in utilizing School Net probes Professional Development in TQE (Task, Questioning, Evidence) Implementation of iReady
Person Responsible	Catrena Fieg (cfieg@ecsdfi.us)

Plan to Monitor Effectiveness

Description	Classroom Walk-Throughs conducted by School Administrators and Districts Math Specialist Notes and agendas from grade level data meetings School Net Data iReady Data STAR 360 Math Data
Person Responsible	Catrena Fieg (cfieg@ecsdfi.us)

Activity #2	
Title	ELA Proficiency
Rationale	The trend line for ELA proficiency over the last several years shows inconsistent peaks and valleys in performance.
Intended Outcome	Increase ELA proficiency to 60% during the 2018-19 school year.
Point Person	Catrena Fieg (cfieg@ecsdfl.us)
Action Step	
Description	Professional development in ELA Content Focus, standards-based planning, and the use of rigor in literacy Professional development in designing interventions for teachers whose class proficiency is less than 41% on STAR 360 Reading AP1
Person Responsible	Catrena Fieg (cfieg@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Classroom walk-throughs conducted by School Administrators and ELA Subject Area Specialist iReady Data School Net Data STAR 360 Data Agendas and notes from grade level data meeting
Person Responsible	Catrena Fieg (cfieg@ecsdfl.us)
Activity #3	
Title	Science
Rationale	Maintain proficiency at 65%
Intended Outcome	Maintain science proficiency at or above 65%
Point Person	Catrena Fieg (cfieg@ecsdfl.us)
Action Step	
Description	Professional develop in Science Content Focus Standards School Net Assessments and Probes Teachers will meet in PLCs to discuss progress monitoring Use scientific probes to provide a hands-on data collection experience to enhance science lab instruction
Person Responsible	Catrena Fieg (cfieg@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Classroom Walk-throughs conducted by school administration and the science specialist School Net Assessment Data Agendas and notes from Science PLCs
Person Responsible	Catrena Fieg (cfieg@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, Â§ 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 Elementary sends home a parent/student handbook (school folder) at the beginning of each school year, which outlines our school's mission and vision statement. Teachers send home weekly citizenship reports and parents have access to our district's parent portal, which gives up-to-date information about attendance and grades. Parents receive daily calls via School Messenger if students are absent and also special events at school. Title I funds have been set aside to allow classroom teachers the opportunity to conference with parents.

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.

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.

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.

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.

Title 1, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through the MTSS/RTI Team. The MTSS/RTI Team works together to use data to make decisions to provide struggling students with extra academic or behavior support. Professional development is provided 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 C - Migrant

Services for migrant children are provided by the Title 1 office. Our local student information system (FOCUS) is used to track student data and to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

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 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 locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title VI Part B

Rural and Low Income Schools

Not applicable to Ferry Pass Elementary

Title IX - 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. Program is overseen by the Title 1 Office.

Supplemental Academic Instruction

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

Violence Prevention Programs

School offers a non-violence and anti-drug program to students. Red Ribbon Week is held in October with school-wide activities. 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 launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is 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. Additional programs will address the obesity issues. In 2012-2013 we started a teaching garden through a sponsorship with American Heart Association and Gulf Power. We are continuing our garden this year.

Housing Programs

Provided by Title 1 District Office. Not applicable to our school.

Head Start

FPE has a Head Start classroom on site under the direction of the Escambia County Readiness Coalition. .

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

Part V: Budget	
Total:	\$4,243.20