# Ferry Pass Middle School

## 2019-20 Schoolwide Improvement Plan

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# Ferry Pass Middle School

## 8355 YANCEY AVE, Pensacola, FL 32514

### www.escambiaschools.org

## Demographics

**Principal: Adrienne Green J**                     Start Date for this Principal: 6/4/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (49%)<br><br>2017-18: C (49%)<br><br>2016-17: C (48%)<br><br>2015-16: C (46%)<br><br>2014-15: C (53%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | Rachel Heide |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |

| ESSA Status | TS&I |
|---|---|

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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## 8355 YANCEY AVE, Pensacola, FL 32514

### www.escambiaschools.org

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | C | C | C | C |

## School Board Approval

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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. 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 | Job Duties and Responsibilities |
|---|---|---|
| White, Juanda | Principal | Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Jackson, Josh | Assistant Principal | Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Sanders, Kevin | Dean | Analyze behavior data and school wide discipline process. Meet with stakeholders to communicate needs and initiatives. Provide professional development on behavior strategies for teachers. Encourage positive behaviors among teachers and students. |
| Quinlan, Dorothy (Susie) | Administrative Support | Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Worley, Kaye | School Counselor | Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Warren, Kim | School Counselor | Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Underwood, Dolores | Instructional Media | Analyze school wide data to determine appropriate resources and initiatives for the Innovation Center. Meet with stakeholders to communicate needs and initiatives. Provide professional development strategies and resources for teachers. Encourage positive critical thinking and exploration among teachers and students. |
| Duben, Rebecca | Teacher, K-12 | Provide high quality instruction and serve as a mentor for new teachers. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Boles, Cindy | Teacher, ESE | Provide high quality instruction and serve as a mentor for new teachers. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |
| Slay, Sarah | Teacher, K-12 | Provide high quality instruction and serve as a mentor for new teachers. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Tomlin, Michelle | Teacher, K-12 | Provide high quality instruction and serve as a mentor for new teachers. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Analyze Data. Facilitate change. |

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 354 | 397 | 428 | 0 | 0 | 0 | 0 | 1179 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 82 | 96 | 0 | 0 | 0 | 0 | 243 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 110 | 77 | 0 | 0 | 0 | 0 | 219 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 6 | 13 | 0 | 0 | 0 | 0 | 40 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 153 | 172 | 0 | 0 | 0 | 0 | 454 |

**The number of students with two or more early warning indicators:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 102 | 97 | 0 | 0 | 0 | 0 | 260 |

**The number of students identified as retainees:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 8 |

**FTE units allocated to school (total number of teacher units)**
74

**Date this data was collected or last updated**
Tuesday 8/13/2019

### Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 55 | 63 | 0 | 0 | 0 | 0 | 156 |

**Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 55 | 63 | 0 | 0 | 0 | 0 | 156 |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 43% | 48% | 54% | 41% | 46% | 52% |
| ELA Learning Gains | 50% | 52% | 54% | 49% | 51% | 54% |
| ELA Lowest 25th Percentile | 39% | 45% | 47% | 37% | 42% | 44% |
| Math Achievement | 45% | 46% | 58% | 42% | 43% | 56% |
| Math Learning Gains | 46% | 47% | 57% | 48% | 43% | 57% |
| Math Lowest 25th Percentile | 34% | 43% | 51% | 38% | 40% | 50% |
| Science Achievement | 42% | 43% | 51% | 44% | 44% | 50% |
| Social Studies Achievement | 54% | 58% | 72% | 51% | 56% | 70% |

## EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---|---|---|---|---|
| | 6 | 7 | 8 | |
| Number of students enrolled | 354 (0) | 397 (0) | 428 (0) | 1179 (0) |
| Attendance below 90 percent | 65 (5) | 82 (9) | 96 (13) | 243 (27) |
| One or more suspensions | 32 (22) | 110 (81) | 77 (80) | 219 (183) |
| Course failure in ELA or Math | 21 (33) | 6 (1) | 13 (8) | 40 (42) |
| Level 1 on statewide assessment | 129 (131) | 153 (167) | 172 (164) | 454 (462) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 40% | 42% | -2% | 54% | -14% |
| | 2018 | 40% | 40% | 0% | 52% | -12% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 39% | 43% | -4% | 52% | -13% |
| | 2018 | 36% | 41% | -5% | 51% | -15% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -1% | | | | |
| 08 | 2019 | 49% | 50% | -1% | 56% | -7% |
| | 2018 | 50% | 51% | -1% | 58% | -8% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 13% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 36% | 36% | 0% | 55% | -19% |
| | 2018 | 43% | 36% | 7% | 52% | -9% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 48% | 50% | -2% | 54% | -6% |
| | 2018 | 45% | 45% | 0% | 54% | -9% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 5% | | | | |
| 08 | 2019 | 25% | 21% | 4% | 46% | -21% |
| | 2018 | 29% | 24% | 5% | 45% | -16% |
| Same Grade Comparison | | -4% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -20% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 40% | 42% | -2% | 48% | -8% |
| | 2018 | 47% | 45% | 2% | 50% | -3% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 53% | 54% | -1% | 71% | -18% |
| 2018 | 52% | 51% | 1% | 71% | -19% |
| Compare | | 1% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 88% | 52% | 36% | 61% | 27% |
| 2018 | 84% | 51% | 33% | 62% | 22% |
| Compare | | 4% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 47% | -47% | 57% | -57% |
| 2018 | 0% | 48% | -48% | 56% | -56% |
| Compare | | 0% | | | |

**Subgroup Data**

### 2019 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 2017-18 | C & C Accel 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 18 | 40 | 32 | 18 | 37 | 32 | 25 | 29 | | | |
| ELL | 15 | 41 | | 45 | 32 | | | | | | |
| ASN | 71 | 59 | | 86 | 79 | | 71 | 81 | 89 | | |
| BLK | 28 | 45 | 37 | 28 | 36 | 29 | 21 | 43 | 91 | | |
| HSP | 51 | 59 | 59 | 48 | 45 | 39 | 50 | 63 | 81 | | |
| MUL | 40 | 48 | 36 | 39 | 46 | 37 | 31 | 59 | 80 | | |
| WHT | 54 | 53 | 39 | 58 | 53 | 38 | 59 | 58 | 81 | | |
| FRL | 36 | 47 | 39 | 37 | 38 | 30 | 31 | 48 | 83 | | |

### 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 | | | |
| 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 | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 437 |
| Total Components for the Federal Index | 9 |

| ESSA Federal Index | |
|---|---|
| Percent Tested | 99% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 29 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 33 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| **Asian Students** | |
| Federal Index - Asian Students | 77 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 55 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 46 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 55 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

**Data Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Learning gains for the lowest quarter of students was the lowest data component for Ferry Pass Middle. In English Language Arts, 39% of this group made Learning Gains (down from 43% in 2018). Only 34% of the Lowest Quarter students made learning gains in Math (up 1% since 2018). A major contributing factor to last year's low performance in this area was the redistricting of middle school that increased our population by approximately 200 students. Ferry Pass Middle was over capacity and understaffed in 2018.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The greatest decline from the prior year was in Science Achievement scores. The previous year saw a score of 49% in Science Achievement, and that score dropped 7% in 2019. Ferry Pass Middle was overcapacity in 2018 and struggled to find qualified Science teachers to fill vacancies.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The state Social Studies Achievement score is at 72%. The FPMS Social Studies Achievement score is 54%. This score is down from 2018 in part due to the lack of qualified teachers available to fill our civics vacancy during the school year.

**Which data component showed the most improvement? What new actions did your school take in this area?**

English Language Arts Learning Gains are the highest they have ever been, at 50% in 2019. Our ELA department worked to analyse STAR 360 Data and worked with other content areas to provide targeted interventions for all students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

218 students were suspended last year. 110 were 7th grade students. We will need to reduce the number of out of school suspensions. Also, 243 students had attendance below 90%. We hope to improve student attendance in the 19-20 school year.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. We will hire and retain highly qualified faculty/staff trained to meet the needs of all students.
2.We will improve Tier II and III strategies and provide targeted interventions for Students With Disabilities with a focus on improving achievement.
3. We will use Responsibility Centered Discipline strategies to reduce out of school suspensions and improve student attendance.

# Part III: Planning for Improvement

## Areas of Focus:

| #1 | |
|---|---|
| **Title** | Increase academic achievement for students with a disability. |
| **Rationale** | Students with disabilities subgroup scored below 31% Federal index for 2 consecutive years. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Students with disabilities will score above 31% by the end of the 19-20 school yea |
| **Person responsible for monitoring outcome** | Juanda White (jwhite1@ecsdfl.us) |
| **Evidence-based Strategy** | Provide faculty and staff with professional development in the following areas, and monitor implementation through classroom visits and walkthroughs. Assessment and Determining Next Steps Training on Snap&Read, C0: Writer, uPAR, etc) |
| **Rationale for Evidence-based Strategy** | Teachers will use all recently purchased Don Johnston learning tools (Snap&Read, Co:Writer, uPAR, etc.) to engage students and make the content more accessible. Teachers will use FCAT Star, FOCUS and STAR 360 data to find resources that meet the individual needs of learners. Classroom visits and walkthrough notes will serve as evidence of these student specific interventions. |

| Action Step | |
|---|---|
| **Description** | 1. Training on Snap&Read, C0: Writer, uPAR, etc by ESE Department (August 2019)<br>2. IT Coordinator to push out Don Johnston learning tools to all chromebooks. (August 2019)<br>3. Training on FCAT Star, FOCUS, and STAR 360 by Rowell and Bobbitt (August 2019)<br>4. STAR Testing, Data Collection and review, Collaborative Planning for student specific interventions by teachers. (Starting September 2019)<br>5. Classroom visits and Walkthroughs by School Administration (Weekly) |
| **Person Responsible** | Juanda White (jwhite1@ecsdfl.us) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

1. We will hire and retain highly qualified faculty/staff, trained to meet the needs of all students.
2. We will improve Tier II and III strategies and provide targeted interventions for Students With Disabilities with a focus on improving achievement.
3. We will use Responsibility Centered Discipline strategies to reduce out of school suspensions and improve student attendance.

## Part IV: Title I Requirements

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**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 Schoolwide Improvement Plan 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.

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**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 requirements of ESSA. 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 situation.
Our counselors connect parents with resources including outside counseling for students in need through Lakeview or Children's Home Society Counseling.
Navy Federal and the local chapter of Big Brothers, Big Sisters work 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 students in groups and individually.
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.

**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 2019-2020 school year, Ferry Pass Middle School Title 1 Allocation is $214,984.00. Funds will be spent on the following:

1) 100% Salary for Reading Teacher $63,625
2) .50 Salary for a Technology Coordinator $28,726
3) 100% Salary for Positive Behavior Support Coach $61206
4) 0.15% District Instructional Coach Social Studies 9,511
5) Parental Involvement $5,584
6) Software $8,402
7) Professional Development and Resources $37,930

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 Game 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 Game 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

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Increase academic achievement for students with a disability. | $0.00 |
|---|--------|---------------------------------------------------------------------------------|-------|
|   |        | **Total:** | **$0.00** |