Ferry Pass Elementary School

2019-20 Schoolwide Improvement Plan

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Ferry Pass Elementary School

8310 N DAVIS HWY, Pensacola, FL 32514

www.escambiaschools.org

Demographics

Principal: Catrena Fieg H

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (51%) 2016-17: C (51%) 2015-16: C (43%) 2014-15: B (57%)
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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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)
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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

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	Job Duties and Responsibilities
Fieg, Catrena	Principal	
Repine, Wanda	Teacher, K-12	
Stewart, Nekeisha	Teacher, K-12	
Moss, Lisa	Teacher, K-12	
Freeman, Jacob	Teacher, K-12	
Bryan, Jessica	Assistant Principal	
Kostic, Laurie	Teacher, ESE	
Jordan, Jeff	Instructional Technology	
Walker, Debbie	School Counselor	
Cole, Nikki	Teacher, K-12	
Bodiford, Jazmine	Teacher, K-12	
Loftin, Brandi	Teacher, K-12	
Harris, Detria	Other	Behavior Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	111	82	92	97	106	0	0	0	0	0	0	0	583
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	5	5	13	11	11	0	0	0	0	0	0	0	47

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	11	14	2	10	2	1	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	2	3	2	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)
42

Date this data was collected or last updated
Friday 8/16/2019

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

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

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	52%	53%	57%	50%	50%	55%
ELA Learning Gains	50%	55%	58%	50%	51%	57%
ELA Lowest 25th Percentile	43%	52%	53%	41%	43%	52%
Math Achievement	53%	57%	63%	55%	53%	61%
Math Learning Gains	60%	60%	62%	56%	53%	61%
Math Lowest 25th Percentile	56%	52%	51%	44%	45%	51%
Science Achievement	54%	54%	53%	64%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	95 (0)	111 (0)	82 (0)	92 (0)	97 (0)	106 (0)	583 (0)
Attendance below 90 percent	0 (7)	0 (6)	0 (8)	0 (5)	0 (11)	0 (5)	0 (42)
One or more suspensions	0 (0)	0 (8)	0 (0)	0 (7)	0 (10)	0 (8)	0 (33)
Course failure in ELA or Math	0 (0)	0 (6)	0 (5)	0 (11)	0 (13)	0 (4)	0 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (12)	0 (27)	0 (29)	0 (68)

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	
03	2019	58%	56%	2%	58%	0%	
	2018	48%	52%	-4%	57%	-9%	
Same Grade Comparison		10%					
Cohort Comparison							
04	2019	53%	52%	1%	58%	-5%	
	2018	43%	51%	-8%	56%	-13%	
Same Grade Comparison		10%					
Cohort Comparison		5%					
05	2019	48%	51%	-3%	56%	-8%	
	2018	50%	44%	6%	55%	-5%	
Same Grade Comparison		-2%					
Cohort Comparison		5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	54%	55%	-1%	62%	-8%	
	2018	45%	54%	-9%	62%	-17%	
Same Grade Comparison		9%					
Cohort Comparison							
04	2019	53%	58%	-5%	64%	-11%	
	2018	51%	58%	-7%	62%	-11%	
Same Grade Comparison		2%					
Cohort Comparison		8%					
05	2019	45%	55%	-10%	60%	-15%	
	2018	47%	52%	-5%	61%	-14%	
Same Grade Comparison		-2%					
Cohort Comparison		-6%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	51%	55%	-4%	53%	-2%	
	2018	64%	55%	9%	55%	9%	
Same Grade Comparison		-13%					
Cohort Comparison							

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	39	31	23	62	64	36				

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
BLK	39	46	33	36	61	60	39				
HSP	81	47		88	71		73				
MUL	51	50		74	76						
WHT	57	55	50	55	47	40	57				
FRL	46	50	43	48	59	57	46				

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				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	72
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	63
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	52
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	50
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.

SWD showed the lowest performance in five of the seven reported categories on the 2019 FSA tests.

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

Science proficiency decreased from 65% in 2018 to 54% in 2019.

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.

ELA Lowest Quartile and Math proficiency were 10 points below the state average.

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

Black students identified in the lowest quartile for Math gains improved from 46% in 2018 to 60% in 2019.

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

Level 1 Statewide Assessment
Attendance below 90%

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

1. Learning gains in ELA for SWD
2. Learning gains in ELA for students in the lowest quartile
3. Science proficiency
4. Math proficiency

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math Proficiency
Rationale	Math proficiency increased from 49% in 2018 to 53% in 2019. Proficiency continues to be below district average of 57% and state average of 63%.

State the measurable outcome the school plans to achieve	Increase Math proficiency to 63% during the 2019-2020 school year.
Person responsible for monitoring outcome	Catrena Fieg (cfieg@ecsdfl.us)
Evidence-based Strategy	Provide professional development through the mathematics department focused on the shifts of the standards and the implementation of instructional practices to allow students to learn the content of the standard. Utilize K-12 Everglades resources for intervention and reteaching during small group instruction.
Rationale for Evidence-based Strategy	Teachers need adequate training using newly adopted Math curriculum. Utilizing professional development from the Math department will help teachers better understand the resources available within the curriculum.

Action Step

Description	1. Provide PD for instructional practices based on student needs 2. Classroom Walk-Throughs conducted by School Administration and District Math Specialists 3. Analyze data from SchoolNet, i-Ready, and STAR 360 4. Implementation of grade level planning sheets that focus on small group 5. Implementation of reteach groups based on testing data
Person Responsible	Catrena Fieg (cfieg@ecsdfl.us)

#2	
Title	Science Proficiency
Rationale	Science proficiency decreased from 65% in 2018 to 54% in 2019. Proficiency was the same as the district average and 1% more than the state average of 53%.

State the measurable outcome the school plans to achieve	Increase Science proficiency to 64% during the 2019-2020 school year.
Person responsible for monitoring outcome	Catrena Fieg (cfieg@ecsdfl.us)
Evidence-based Strategy	K-5 Science Reps will review data with teachers to ensure curriculum is aligned to standards and remediation occurs as necessary.
Rationale for Evidence-based Strategy	Curriculum alignment ensures that our 5th grade students have received appropriate instruction in Science in previous grades. This will also allow opportunity for teachers to reteach difficult concepts or areas of content that students are not proficient.

Action Step	
Description	1. Provide PD for instructional practices based on student needs 2. Classroom Walk-Throughs conducted by School Administration and District Science Specialists 3. Analyze data from SchoolNet, i-Ready, and STAR 360 4. Implementation of grade level planning sheets that focus on small group 5. Implementation of reteach groups based on testing data
Person Responsible	Catrena Fieg (cfieg@ecsdfl.us)

#3	
Title	Learning Gains in ELA
Rationale	Learning gains were 43% in 2019. Gains were below the district average of 52% and state average of 53% in 2019. Learning gains for SWD dropped from 45% in 2018 to 39% in 2019.
State the measurable outcome the school plans to achieve	Increase learning gains to 60% during the 2019-2020 school year.
Person responsible for monitoring outcome	Catrena Fieg (cfieg@ecsdfl.us)
Evidence-based Strategy	Identify teachers whose STAR AP1 reading data reflect that less than 41% of their students are proficient in the area of ELA. Collaborate with the ELA Department to provide coaching support.
Rationale for Evidence-based Strategy	Collaborating with the ELA department will allow teachers to implement evidence-based strategies to increase student proficiency and learning gains. Focus will be put on the SWD subgroups, as well as students identified as lowest quartile on the 2019 FSA.

Action Step	
Description	1. Provide PD for instructional practices based on student needs 2. Classroom Walk-Throughs conducted by School Administration and District ELA Specialists 3. Analyze data from SchoolNet, i-Ready, and STAR 360 4. Implementation of grade level planning sheets that focus on small group 5. Implementation of reteach groups based on testing data
Person Responsible	Catrena Fieg (cfieg@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).

N/A

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 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.

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 morel 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, and school-wide programs in a secure, supportive, enriching environment. In addition, we offer outpatient 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.

Title 1 Part C - Migrant
Services for migrant children are provided by the Title 1 office.

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.

Title II
Professional development is offered at the school and district level.

Title III
Services for English Language Learners (ELL) are provides as required by law. Several ESOL centers are provided at various locations in the district. Students who do not attend those sites attend their zoned school where ESOL endorsed teachers provide services.

Title VI Part B
Rural and Low Income Schools
N/A

Title IX - Homeless
The school works with the district's Homeless Coordinator to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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. Our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs
Our school is a Healthier Generation Alliance School.

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

Head Start
Head Start classrooms are off site and 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