Escambia County School District

Ferry Pass Middle School

2020-21 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: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: C (46%)
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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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.

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
White, Juanda	Principal	School-wide leader: Set and communicate goals for continuous improvement. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Gather, Analyze and Share School Data. Facilitate change.
Jackson, Josh	Assistant Principal	School-wide leader: Set and communicate goals for continuous improvement. Plan and facilitate meetings with stakeholders. Provide professional development opportunities that meet school improvement needs. Gather, Analyze and Share School 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.
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	SAC Member	Provide High Quality Instruction in the area of reading, and support the needs of all teachers and learners as a teacher leader and SAC Member. Meet with stakeholders to analyze data and help to determine the appropriate actions steps required to meet the needs of stakeholders. Facilitate change.

Demographic Information

Principal start date

Sunday 7/1/2018, Adrienne Green J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

72

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: C (49%)
	2017-18: C (49%)
	2016-17: C (48%)
	2015-16: C (46%)

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.

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	0	0	0	0	0	0	326	364	405	0	0	0	0	1095
Attendance below 90 percent	0	0	0	0	0	0	52	67	85	0	0	0	0	204
One or more suspensions	0	0	0	0	0	0	27	91	73	0	0	0	0	191
Course failure in ELA	0	0	0	0	0	0	5	0	1	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	17	2	5	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	96	97	124	0	0	0	0	317
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	114	129	0	0	0	0	329

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	55	83	90	0	0	0	0	228

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	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	4	3	10	0	0	0	0	17

Date this data was collected or last updated

Friday 6/5/2020

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	
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	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	61	102	97	0	0	0	0	260

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	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

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	
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	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	61	102	97	0	0	0	0	260

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	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

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**	
	(0)	(0)	(0)	0 (0)

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	2019	40%	42%	-2%	54%	-14%
	2018	40%	40%	0%	52%	-12%
Same Grade Comparison		0%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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
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%	2
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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.

English Language Arts (ELA) Learning Gains for the lowest quarter of students was the lowest data component for Ferry Pass Middle in 2019. Only 39% of the lower quartile made ELA Learning Gains in 2019, This score represents a 4% decline from the 2018 score of 43% making learning gains. Math Learning gains were also low, with 34% of the lower quartile making learning gains. However, this score represents a 1% increase from the 2018 score of 33%, and based on current STAR 360 projections, the Projected Lower Quartile Learning Gains in math are at 44.21%. Note: 37.5% of the Students with Disabilities (ESSA Subgroup) in the Lower Quartile were projected to make Learning Gains in math. 39.72% of all Students with Disabilities are projected to make learning gains in math. Changes in the student population caused by redistricting and a high teacher turnover have had a negative impact on student performance in the past, but retaining qualified teachers and building a positive school culture has created the current upward trend in student performance. According to ELA progress monitoring, 44% of 8th grade SWD were projected to make learning gains in 2020, and 41.30% of the 7th grade SWD. Only 28.26% of the 6th SWD subgroup were on target for learning gains, and teacher turnover was highest in 6th grade through 2018-19. In Math STAR 360 reports, 56.86% of 8th grade SWD were projected to make learning gains, 37.21% of 7th and 23.4% of 6th grade SWD.

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 during a high teacher turnover year.

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 Ferry Pass Middle (FPMS) Social Studies Achievement score is 54%. The FPMS Social Studies Achievement score is far below state average. A major factor contributing to this gap is the shortage of trained and qualified teachers in this critical content area.

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

English Language Arts (ELA) Learning Gains for the total school population is the highest data component, with 50% making learning gains, up 3% since the 2018 score of 47%.
New Action include: Veteran ELA teacher leaders have worked with the district and school-based administrative team to analyze the curriculum, developed a shared pacing guide, and plan collaboratively. Curriculum components have been shared between Reading and Language Arts Teachers. A new District Reading Plan was developed to address the needs of proficient and non-proficient students. Data meetings with district specialist are now scheduled regularly to identify and target areas of need using STAR 360. The STAR 360 Assessment was given 3 times in the 19-20 school year. After the initial assessments, projected ELA Learning gains were at 32%, and this score

went up more than 4% after the 3rd assessment to 36.67% of all students projected to make learning gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Reduce OSS and promote positive behavior.
2. Improve student attendance.

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

1. Implement research based Tier II and III strategies for under performing subgroups (SWD, ELL) to improve academic achievement.
2. Provide Professional Development to meet the needs of Faculty and Staff.
3. Hire and retain highly qualified faculty/staff.
4. Build a positive school climate to promote positive behaviors, reduce Out of School Suspensions and improve student attendance.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Multiple ESSA subgroups make up the lower quartile of students. English Language Arts (ELA) Learning Gains for the lowest quarter of students was the lowest data component for Ferry Pass Middle in 2019. Only 39% of the lower quartile made ELA Learning Gains in 2019, This score represents a 4% decline from the 2018 score of 43% making learning gains. Only 5.96% of students with disabilities (SWD) were projected to be proficient in 2020. Also according to STAR 360 Reading/ELA progress monitoring reports, 44% of the 8th grade SWD subgroup were projected to make learning gains in 2020 and 41.30% of the 7th grade SWD subgroup were expected to make learning gains. Only 28.26% of the 6th SWD subgroup were on target for ELA learning gains, and teacher turnover was highest in 6th grade through 2018-19. In Math STAR 360 reports, 56.86% of 8th grade SWD were projected to make learning gains, 37.21% of 7th and 23.4% of 6th grade SWD.
Measurable Outcome:	By the end of the 20-21 school year, ELA Learning Gains for students in the lower quartile will increase 5% (as indicated by progress monitoring data), from 39% to 44%.
Person responsible for monitoring outcome:	Juanda White (jwhite1@ecsdfl.us)
Evidence-based Strategy:	1. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. 2. Provide Explicit Vocabulary Instruction in all content areas.
Rationale for Evidence-based Strategy:	1. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, most students in the lower quartile are unable to meet grade-level standards in literacy and require more support to increase literacy skills than the regular classroom teacher can provide. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, making available intensive and individualized interventions for struggling readers that can be provided by trained specialist proved to have a strong positive effect on student performance. 2. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, vocabulary acquisition appears to be a hindrance to reading comprehension. According to Improving Adolescent Literacy: Effective Classroom Intervention Practices found on What Works Clearinghouse, explicit vocabulary instruction proved to have a strong positive effect size on student performance.

Action Steps to Implement	
Scheduling-Add students who score at Level 1 and Level 2 to an intensive reading class.	
Person Responsible	Josh Jackson (jjackson5@ecsdfl.us)
Professional Development-Provide ongoing training and support on the iReady program and materials used for intensive reading.	
Person Responsible	Juanda White (jwhite1@ecsdfl.us)
Literacy Leadership Team-Teacher Leaders will plan activities to provide explicit vocabulary instruction in all content areas. The team will analyze progress monitoring data to provide interventions for struggling readers and coaching supports for new teachers.	
Person Responsible	Michelle Tomlin (mtomlin@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. 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.
2. Provide faculty and staff with professional development in the following areas and monitor implementation through classroom visits and walkthroughs.
Assessment and Determining Next Steps
Content Area Literacy Strategies
Vocabulary instruction
Reading Interventions for Substantial Reading Difficulties

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The PTSA and School Advisory Council, comprised of staff members, students, community members and administration meet regularly to address school needs and plan parent/family engagement activities to build a positive school environment. School counselors, deans and other faculty/staff and community members also play a vital role in building a positive school culture. For example, the FPMS Dean, Behavior Coach, and School Resource Officer discuss school behavior expectations, the discipline plan, and the bullying prevention policy and procedures at the beginning of the school year in grade level assemblies. 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. Our counselors offer outside counseling for students in need through Children's Home Society. 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.
Our teachers, counselors, and administrators communicate with parents through phone conversations, conferences, and emails. We also learn about students by reading IEPs, 504 plans, and other information in the cumulative folder. Many teachers use interest inventories with students. We conduct DATA chats with students to share FSA, STAR 360 progress monitoring data, and other test scores with students. We spend time talking with students to learn about their goals, educational and emotional needs. We conduct family night events throughout the school year, and we have a mentor program for at risk students.

Parent Family and Engagement Plan (PFEP) Link

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