

Escambia County School District

Ferry Pass Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Ferry Pass Middle School

8355 YANCEY AVE, Pensacola, FL 32514

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 we are responsible for accepting all students as individuals, assessing their needs and interests, and providing 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 motivates 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Green, Adrienne	Principal	The role of the principal is to develop and implement school systems to support instruction, facilities, operations, and student well being. Mrs. Green will oversee the daily management of staff, data, and evaluate instruction to ensure students are receiving appropriate instruction.
Britt McCaskill, Marietta	Assistant Principal	
Schultz, Christopher	Teacher, K-12	Mathematics Department Chair
Smith, Purvis	Other	Assists the Dean with monitoring behavior and implementing schoolwide systems.
Duke, Megan	Teacher, K-12	English Language Arts Department Chair
Neidigh, Amanda	Teacher, ESE	
Amerson, Kristen	Teacher, K-12	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders include school leadership team, faculty and staff, students, and parents. Parents are provided a satisfaction survey from the district annually and parents have input through our school compact. All stakeholders are invited to afterschool meetings (PTSA and SAC). Surveys are provided to parents and students during our Title 1 events for input. Teachers gather data and attend professional development to share how their departments is working toward the school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration will conduct weekly classroom walkthroughs and data will be shared with staff monthly. Stakeholders will be updated on the progress during our stakeholders' meetings (PTSA and SAC). The leadership will meet monthly to discuss data and utilize the data to make data driven decisions.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	112	116	128	356
One or more suspensions	0	0	0	0	0	0	38	103	123	264
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	6	19	22	47
Course failure in Math	0	0	0	0	0	0	10	12	8	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	61	70	90	221

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	24	67	76	167

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	6	3	9
Students retained two or more times	0	0	0	0	0	0	1	10	16	27

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days								95	84	91	270
One or more suspensions								36	83	110	229
Course failure in ELA								11	3	2	16
Course failure in Math								18	9	2	29
Level 1 on statewide ELA assessment								100	103	116	319
Level 1 on statewide Math assessment								132	102	126	360
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								68	36	61	165

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	74	79	108	261

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	0	5
Students retained two or more times	0	0	0	0	0	0	7	11	6	24

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	95	84	91	270
One or more suspensions	0	0	0	0	0	0	36	83	110	229
Course failure in ELA	0	0	0	0	0	0	11	3	2	16
Course failure in Math	0	0	0	0	0	0	18	9	2	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	100	103	116	319
Level 1 on statewide Math assessment	0	0	0	0	0	0	132	102	126	360
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	68	36	61	165

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	74	79	108	261

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	3	0	5
Students retained two or more times	0	0	0	0	0	0	7	11	6	24

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	40	49	38	42	50	33		
ELA Learning Gains				46			36		
ELA Lowest 25th Percentile				40			33		
Math Achievement*	41	45	56	42	33	36	33		
Math Learning Gains				52			32		
Math Lowest 25th Percentile				50			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	38	40	49	36	43	53	38		
Social Studies Achievement*	67	59	68	63	50	58	36		
Middle School Acceleration	75	73	73	85	47	49	72		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress		39	40		79	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	43			
AMI				
ASN	75			
BLK	36	Yes	1	
HSP	58			
MUL	54			
PAC				
WHT	61			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	34	Yes	3	
AMI				
ASN	74			
BLK	42			
HSP	57			
MUL	61			
PAC				
WHT	53			
FRL	45			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			41			38	67	75			
SWD	11			17			15	41			4	
ELL	29			45				56			3	
AMI												
ASN	50			78			70	92	85		5	
BLK	26			23			22	59	51		5	
HSP	37			47			55	67	83		5	
MUL	40			47			40	65	79		5	
PAC												
WHT	47			55			47	74	83		5	
FRL	33			34			31	66	77		5	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	46	40	42	52	50	36	63	85			
SWD	17	27	19	16	36	39	15	32	70			
ELL	24	33		41	36							
AMI												
ASN	59	48		84	72		62	90	100			
BLK	23	40	41	25	45	47	15	53	90			
HSP	41	53	52	52	59	60	37	74	84			
MUL	44	55	50	46	54	67	69	71	92			
PAC												
WHT	50	47	32	51	57	51	45	68	79			
FRL	33	43	36	34	49	48	27	56	81			

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	33	36	33	33	32	32	38	36	72			
SWD	14	28	29	16	22	27	18	19				
ELL	27	45		35	35							

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	57	70		57	48			58	90			
BLK	20	29	31	17	24	27	19	21	67			
HSP	37	35	21	39	39	57	41	44	58			
MUL	39	41	54	39	30	42	53	48	74			
PAC												
WHT	43	41	31	46	38	36	51	45	76			
FRL	25	33	33	26	28	28	31	24	74			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	35%	37%	-2%	47%	-12%
08	2023 - Spring	37%	38%	-1%	47%	-10%
06	2023 - Spring	36%	37%	-1%	47%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	41%	3%	54%	-10%
07	2023 - Spring	41%	48%	-7%	48%	-7%
08	2023 - Spring	26%	31%	-5%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	36%	2%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	38%	46%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	55%	11%	66%	0%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The SWD students had an ELA proficiency of 8% on the FAST PM3 progress monitoring assessment which is a 28% gap compared to our overall proficiency.

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

The SWD students had an ELA proficiency of 8% on the FAST PM3 which was an 8% decrease from the previous school year. A factor that may have contributed to this decline is staffing and providing the consistent accommodations to students.

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.

Our Math proficiency has the greatest gap at 14.3% when compared the state average. Our Math proficiency is 38.3% compared to the state average of 53%. There is opportunity within our Hispanic students. Prior year performance was 3.4% better than the 22-23 school year. We have had an increase in the enrollment of Hispanic students; however, there is opportunity to provide support along with our texts that is offered in Spanish.

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

The SWD students had a Civics proficiency of 42% on the EOC which is a 10% increase compared to the previous school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data an area of concern is attendance. Our quarter 4 data showed 40.25% of our students had at minimum 5 absences or more.

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

Increasing SWD proficiency to 41% in ELA and Math
Improve student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement levels for SWD in ELA has not reached 41% . There is a gap in proficiency with our SWD (8%) compared to our overall proficiency (36%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will go from 36% (proficiency*) on the 2023 FAST to 41% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD and ELL. ELA proficiency for ESSA subgroup SWD will increase by 15%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics utilized to monitor the goal will be the new FAST test, district quarterly test and school based assessments. The leadership team will continue walkthroughs weekly to monitor implementation of the standards through whole group, small group and individualized instruction where needed. We will meet with teachers to discuss data and how they are using it to design their lessons. The leadership team will also review school wide data twice a month.

Person responsible for monitoring outcome:

Adrienne Green (agreen@ecsdfl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Tier 1)
2. Provide direct and explicit comprehension strategy instruction. (Tier 1)
3. Utilize writing for a variety of purposes to include conveying information, justifying opinions and view points, enhancing understanding of text, and sharing personal ideas and experiences. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.
2. According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.
3. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The ELA and Reading departments will meet monthly to discuss data and planning. Data chats will be conducted during Research class with students and Progress Learning will be used.
2. Implementation of Progress Learning during Research

Person Responsible: Adrienne Green (agreen@ecsdfi.us)

By When: End of the first semester and ongoing

Research teachers will have a research roster where SWDs are identified and have a data chat weekly.

Person Responsible: Marietta Britt McCaskill (mbrittmccaskill@ecsdfi.us)

By When: End of the first semester (December 2023)

Classroom walkthroughs will be conducted monthly with Principal and District Specialist using the Practice Profile.

Person Responsible: Adrienne Green (agreen@ecsdfi.us)

By When: End of the first semester (December 2023) and ongoing

Planning will occur weekly within each grade level. PLCs will meet once per week. During PLCs strategies for using academic vocabulary, comprehension, and writing will be provided and modeled.

Person Responsible: Megan Duke (mduke@ecsdfi.us)

By When: End of the first semester and ongoing.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall Math proficiency is 38.4% Achievement levels for SWD in Math has not reached 41% . There is a gap in proficiency with our SWD (15%) compared to our overall proficiency (44%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency for SWD will go from 36% (proficiency*) on the 2023 FAST to 41% or higher* on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD and ELL. ELA proficiency for ESSA subgroup SWD will increase by 15%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics utilized to monitor the goal will be the new FAST test, district quarterly test and school based assessments. The leadership team will continue walkthroughs weekly to monitor implementation of the standards through whole group, small group and individualized instruction where needed. We will meet with teachers to discuss data and how they are using it to design their lessons. The leadership team will also review school wide data twice a month.

Person responsible for monitoring outcome:

Adrienne Green (agreen@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Expose students to multiple problem-solving strategies. (Tier 1)
2. Teach students how to use visual representations. (Tier 1)
3. Connect and integrate abstract and concrete representations of concepts in math. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What works Clearinghouse found on What Works Clearinghouse, explicit mathematical representation proved to have a positive effect size on achievement.

According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a positive effect size on achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers disaggregate FAST PM data and determine interventions or next steps for students.
2. Teachers provide data chats with students monthly.
3. Scheduling of research classes will focus on having targeted students with a math teacher to provide

additional support to achieve proficiency or learning gains.

Person Responsible: Christopher Schultz (cschultz@ecsdfi.us)

By When: End of the first semester and ongoing

1. Administration coordinates learning walks with district personnel monthly. Feedback provided to teachers monthly.
2. Teachers administer district Schoolnet probes and Assessments.
3. Small group instruction professional development will be provided by Mrs. Green and Mr. Schultz.

Person Responsible: Adrienne Green (agreen@ecsdfi.us)

By When: End of the first semester (December 2023)

Grade levels will meet with PLCs once a week to review data, discuss strategies, and assessments.

Person Responsible: Adrienne Green (agreen@ecsdfi.us)

By When: End of the first semester and ongoing

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-23 school year's attendance and discipline data reflected patterns of poor attendance and significant Office discipline referrals. During the 2022-23 school year, 41% of students were absent 5 or more days, and there were 2,783 Office discipline referrals. These patterns represent a loss of instructional and learning opportunities for students. As a result, the leadership team will participate in several professional development training to address and reduce barriers impacting attendance and discipline.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students absent 5 or more days will decrease from 41% (school year 2022-23) to 20% and the total number of Office discipline referrals 2,783 (school year 2022-23) will decrease to 2,000 (40%) in the 2022-2023 school year, as measured by, Focus data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The behavior team (dean, behavior coaches, guidance counselors, ESE chair, and administration will review discipline data (referrals) monthly. The behavior team will meet with teachers monthly to discuss this data and impacts on student behavior and the quality of the action plan's implementation to determine next steps for the coming month.

Person responsible for monitoring outcome:

Adrienne Green (agreen@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)
2. School decisions are guided by school wide discipline data. (10 Keys to Behavior- Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to 10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports from The University of Texas Meadows Center for Preventing Educational Risk, providing multi tiered systems, implementation of student behavior strategies, and behavior professional development will lead to increased positive student behavior and decrease negative student behavior.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Behavior team will meet twice a month to review attendance and behaviors. Attendance: The purpose of these meetings will be to identify students for attendance child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for an attendance child study. Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals will the data collected and analyzed to determine the students in need of interventions. Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions. Actions steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Person Responsible: Purvis Smith (psmith2@ecsfl.us)

By When:

The leadership and behavior team will establish school-wide protocols for attendance and behavior. The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low level implementation looks like from students, staff, and administration. The rubric will be utilized in class and school walks 4 times per year to monitor the implementation of the protocols and identify future professional development needs. Teachers, students, and parents will receive feedback about attendance and behavior on a monthly basis. The feedback will be provided to teachers at the monthly school meetings and quarterly at the parent night meetings. Teachers will utilize Canvas and calls home to provide feedback about attendance and behavior (positive and negative) to individual students and parents on a monthly basis. This will create a transparent environment about the status and needs of the school. The feedback will show comparative data from each month about overall student attendance, faculty attendance, and numbers/types of referrals.

Person Responsible: Adrienne Green (agreen@ecsdf.us)

By When:

Monthly incentive programs for students who display positive behavior and leadership skills (outlined in the School-wide positive culture and environment plan) and 95% or higher attendance will be established. The program incentives will include PBIS points to go to the school PBIS store, quarterly Kona Ice/Ice Cream truck, and semester dances. The school will work with the Navigator and community partners to donate incentives for the PBIS store and quarterly/semester incentives. The school will also recognize students meeting identified behavior and attendance goals monthly on the school news show.

Person Responsible: Marietta Britt McCaskill (mbrittmcaskill@ecsdf.us)

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need

have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

[escambiaschools.org/fpms](https://www.escambiaschools.org/fpms)

<https://www.escambiaschools.org/domain/1681>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement:
Literacy Night and Freshmanology.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged directly to families through the student information system FOCUS.4 The Parent & Family Engagement Plan is accessible from our school's website.
<https://www.escambiaschools.org/domain/1681>
[escambiaschools.org/fpms](https://www.escambiaschools.org/fpms)

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

We will have a 25 minute period where students will work on Math using ALEKs two days a week and ELA using Progress Learning two days a week. Teachers will have data chats monthly with students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

All students are assigned a grade level guidance counselor. Two PBIS coaches are available to assist with RTI-A & RTI-B. Our school navigator is available to all students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We offer technology courses that provides 8th graders an opportunity to take a high school credit course and earn an industry certification.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The discipline team which is composed of our dean, 2 PBIS coaches, and our ESE behavior coach have developed a plan where students will receive strategies that focus on self-regulation and self-accountability. This plan is in conjunction with the school guidance counselors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will participate in Capturing Kids Hearts training at the beginning of the year. Teachers will also participate in Canvas training. Small group instruction training and collaborative teaching training will be offered.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A