

Ferry Pass Elementary School



2014-15 School Improvement Plan

Ferry Pass Elementary School

8310 N DAVIS HWY, Pensacola, FL 32514

www.escambia.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

C

C

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 in order 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 in order to increase achievement that promotes student development in all areas.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year, teachers make phone calls to parents to introduce themselves to the parent and student, tell the parents about orientation (meet and greet with teacher), and ask for any important information about the student. Teachers utilize team building activities and cooperative group activities in the classroom throughout the year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have school-wide rules that are posted throughout the school and reviewed on our WFPE morning news each nine weeks. Each teacher is given our school pride pledge, a set of cafeteria, hallway, dismissal and restroom rules so rules are consistent throughout the building. Teachers review rules at the beginning of the year and as needed throughout the year. Each year we train all students and faculty on bullying. Students are supervised at all times with all adults having a morning and an afternoon duty.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have a school-wide discipline plan, which outlines steps to be initiated before a disciplinary referral is put in FOCUS. We also do not allow parents to go visit classrooms after the tardy bell rings. The office staff are not allowed to buzz the classrooms during the reading block and if other announcements need to be made, permission is requested from administration.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Ferry Pass Elementary School is dedicated to nurturing to full potential the academic, physical, emotional, social, and moral development of each student. Through cooperative efforts of home, school, and community, we strive to provide a variety of educational experiences, such as school-wide garden projects, field trips, school-wide programs in a secure, supportive, enriching environment. In addition, we offer outpatient counseling referrals to parents who request it or if a

school official feels the need. Mentors are placed with students who are recommended by teachers and/or requested by parents.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Ferry Pass Elementary receives a list of early warning indicators and the list includes the following:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	22	14	18	8	11	80
One or more suspensions	1	2	4	7	5	6	25
Course failure in ELA or Math	0	4	7	8	2	7	28
Level 1 on statewide assessment	0	0	0	5	20	30	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	8	5	8	24

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students in need of interventions start the MTSS/RTI process where a team of 3-4 members develop intervention strategies to assist the student in improving their academic and/or behavior performance. The teacher will implement these and other strategies they deem necessary and establish a method of progress monitoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/171576>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School Leadership Team at Ferry Pass Elementary determines how a partnership could enhance the school and student experience. The team identifies unmet/underfunded needs of students and schools and identifies potential partners. Research local businesses or schools; look for a good fit. Ferry Pass Elementary reaches out to parents and community members for ideas and connections. The leadership team contacts and discusses the values, goals, and needs. They develop an understanding of each partner's desired level of involvement and collaborate with partner to identify partnership activities. They align all activities with education goals of school/district. All activities are integrated into the school and business culture and provide opportunities for students, teachers, and business employees to interact with each other and the community. Training is provided for all involved parties when necessary. Partners are publicly and privately recognized each year through a luncheon provided by the school and the school district. Regular monitoring and evaluations are conducted to ensure success.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bradley, Jina	Teacher, K-12
Ray, Cathy	Assistant Principal
Cowan, Taylor	Teacher, K-12
Jimenez, Miranda	Teacher, K-12
Stewart, Nekeisha	Teacher, K-12
Clark, Adam	Teacher, K-12
Shuford, Rhonda	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team's meeting focus will be centered on two questions: (1) How do we develop and maintain a problem-solving system to bring out the best in our students, teachers, and school? and (2) How do we incorporate more student engagement in the learning process.

The team will meet monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level, and identify students who are meeting/exceeding

benchmarks, or who are at risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

General Education Teachers, Guidance Counselor, OT/PT/Speech Teachers will provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II intervention, and integrate Tier I materials/instruction with Tier II/Tier III activities.

Exceptional Student Education (ESE) will participate in student data collection, integrate core instructional activities/materials into Tier III instruction, and collaborate with general education teachers such activities as co-teaching.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Team works together to provide a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/Rtl skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support MTSS/Rtl implementation through the allocation of necessary staffing and funding, and communicating with parents regarding school-based MTSS/RTI plans and activities.

Title 1, Part A

Our total Title 1 allocation was \$163,872. Of this allocation, a Full time Technology Coordinator, a teacher assistant for the computer lab was purchased to assist with professional development and technology needs of our school. The district coordinates with Title II and Title III in ensuring staff development needs are met.

Title 1 Part C - Migrant

Services for migrant children are provided by the district level Title 1 office. After thorough checking of the Migrant Student Information Exchange System and our local Student Data Base, we have determined that there are 2 Migrant students at Ferry Pass Elementary.

Title 1, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 12 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 12 students at our school. This teacher assists both the classroom teacher and the ELL student.

Title VI Part B

Rural and Low Income Schools

Not applicable to Ferry Pass Elementary

Title X - Homeless

The school works with the district's Homeless Coordinator to provide resources(clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento

Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 Office. At Ferry Pass Elementary School we have identified 2 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction

SAI monies are used for Technology Coordinator who provides assistance to students and staff in utilizing the technology programs and school supplies.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying, The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes ala carte items and self-serve options. Our school is also a Healthier Generation Alliance School. In 2009-2010 FPE received the bronze level award. The school follows the district' nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issues, especially in elementary age children. In 2012-2013 we started a teaching garden through a sponsorship with American Heart Association and Gulf Power. This was a two year commitment. We are continuing our garden this year.

Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

Head Start

FPE has a Head Start classroom on site that is under the direction of the Escambia County Readiness Coalition. The program has four teachers housed in one building with two classrooms. They service thirty seven students.

Adult Education

Adult education programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rhonda Shuford	Principal
John Dean	Teacher
Vivian Dickerson	Education Support Employee
Judy Holly	Business/Community
Devin Hand	Parent
Kheri Murphy	Parent
Nazla Reagin	Parent
Robert Edwards	Parent
Ernest Hopkins II	Parent
Christel Silvestre	Parent
Lesli Douglas	Parent
Darlene Champagne	Parent
Lesli Douglas	Parent
Genieve English-Charles	Parent
Ernest Nettles	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Ferry Pass Elementary's School Advisory Council met five times during the 2013-2014 school year and they discussed school curriculum initiatives, budget, parent involvement activities, and other business related to the school.

The School Advisory Council participated in Family Reading/Literacy Night which focused mainly students and parents reading together.

Development of this school improvement plan

The committee gives input into the School Improvement plan. They also attend and support school activities.

Preparation of the school's annual budget and plan

The School Advisory Council will assist in the development of the school's annual budget. The School Advisory Council will also approve the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There are no School Advisory Council funds for the 2014-2015 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jimenez, Miranda	Teacher, K-12
Ebert, Philip	Teacher, K-12
Shiflett, Allison	Teacher, K-12
Mefford, Carolyn	Teacher, ESE
Ray, Cathy	Assistant Principal
Shuford, Rhonda	Principal
Hodges, Peggy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To discuss strategies to ensure all students make learning gains in reading. The Literacy Leadership Team will look at data to assist teachers in differentiating their instruction. The Literacy Leadership Team plans to promote AR for grades K-5. The contest is kicked off with a book read by a special guest on the morning news. The Literacy Leadership Team plans to participate in Read Across America, Dr. Seuss door decorating contest and a vocabulary parade.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Ferry Pass Elementary teachers grade levels have a forty minute common planning time to enhance teacher collaboration. .Ferry Pass Elementary engages the full faculty in activities and discussions related to the school's mission, vision, and core values. We make new teachers feel welcome by the mentoring program and also through monthly calendars, staff meetings, emails, and weekly newsletters.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Hire In-Field Teachers. Assign consulting teacher (CT) for first year teachers. Assign veterans teachers to experienced teachers new to the school worksite (mentors/buddy). Utilize START teachers. Principal, Assistant Principal and Staff Development Office will be responsible for overseeing recruitment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ferry Pass Elementary has a school mentoring program. The first year teachers are paired with the same grade level teacher. Activities used will be the S.T.A.R.T program and Teacher Observation opportunities.

Mentor - Loleta Jones - Mentee - Jessica Blakeney
Mentor - Gina Bradley - Mentee - Dacia Mays
Mentor - Miranda Jimenez - Mentee - Allison Shiflett
Mentor - Taylor Cowan - Mentee - Ian Waldron

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district and school work closely together ensuring that all instructional material that are adopted are aligned to Florida standards. The evaluation that is used for instruction is based on the Florida standards for all staff involved. Professional development is based on training instruction on the integration of Florida standards in the curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use data from Discovery Education Testing based on Florida Standards and discussed monthly through grade level meetings and discussion follows on methods to differentiate instruction based on grade level class and student needs. Some examples include use of Beverly Tyner for struggling students in ELA for grades Kindergarten through first. GO Math! curriculum offer Soar to Success activities based on student needs. Teachers provide small group instruction based on student need in both ELA and mathematics.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40

After School Tutoring is offered based on student needs in the area of ELA and mathematics.

Strategy Rationale

Additional time on tasks will allow students that are behind the ability to catch up with their peers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ray, Cathy, cray@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through 2014 FCAT 2.0, Discovery Education Assessments, and new assessments developed based on Florida Standards. Teacher will also review classroom and other benchmark assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

FPE welcomes all preschool programs to our school. Guests 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.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Incease Student Engagement

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase Student Engagement 1a

G037648

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- District Level Professional Development Training
- School Level Professional Development Training

Targeted Barriers to Achieving the Goal 3

- Attendance
- Lack of Professional Development

Plan to Monitor Progress Toward G1. 8

Increase student achievement levels in the Discovery Education Assessment

Person Responsible

Rhonda Shuford

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Data from Discovery Education Assessment

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase Student Engagement **1**

 **G037648**

G1.B1 Attendance **2**

 **B090488**

G1.B1.S1 Perfect Attendance Monthly Recognition **4**

 **S101249**

Strategy Rationale

Action Step 1 **5**

Perfect Attendance monthly recognition

Person Responsible

Cathy Ray

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Collection of evidence through FOCUS and presentation through certificates of Perfect Attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

FOCUS information and presentation of Perfect Attendance Certificates

Person Responsible

Cathy Ray

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Awarding of Certificates and/or Ribbons

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

FOCUS Report on Attendance

Person Responsible

Cathy Ray


Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

The percentage of Attendance Certificates and/or Ribbons awarded

G1.B1.S2 Communication with Parents 4

 S101250

Strategy Rationale

Action Step 1 5

Communication with parents through multiple sources

Person Responsible

Rhonda Shuford

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Copies of Phone logs,utilization of School Messenger System and FOCUS, Parent/Teacher Communicator Folders, monthly newsletters, updated school website, and sign-in sheets from parent conferences

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Follow up on disconnected telephone numbers in School Messenger System, flexible conference times to meet parents' needs distribution of parent newsletters and parent notes

Person Responsible

Rhonda Shuford

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Number of school messages sent home, newsletters and conference logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Parent Climate Survey Results

Person Responsible

Rhonda Shuford

Schedule

On 4/30/2015


Evidence of Completion

Data from the Parent Climate Survey

G1.B2 Lack of Professional Development 2

 B090489

G1.B2.S1 Request more Professional Development from the Office of Professional Learning and Curriculum and Instruction. 4

 S101251

Strategy Rationale

Increase teacher knowledge, methods, and strategies to increase student engagement in the curriculum.

Action Step 1 5

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction

Person Responsible

Rhonda Shuford

Schedule

On 10/13/2014

Evidence of Completion

Sign in Sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Reviewing evidence of completion through Classroom Walkthroughs

Person Responsible

Rhonda Shuford

Schedule

Weekly, from 10/14/2014 to 5/29/2015

Evidence of Completion

E3 Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Discovery Education Assessment Data

Person Responsible

Rhonda Shuford

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Data Meeting Sign in Sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Perfect Attendance monthly recognition	Ray, Cathy	9/1/2014	Collection of evidence through FOCUS and presentation through certificates of Perfect Attendance	5/29/2015 monthly
G1.B1.S2.A1	Communication with parents through multiple sources	Shuford, Rhonda	9/1/2014	Copies of Phone logs,utilization of School Messenger System and FOCUS, Parent/Teacher Communicator Folders, monthly newsletters, updated school website, and sign-in sheets from parent conferences	5/29/2015 monthly
G1.B2.S1.A1	Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction	Shuford, Rhonda	10/13/2014	Sign in Sheet	10/13/2014 one-time
G1.MA1	Increase student achievement levels in the Discovery Education Assessment	Shuford, Rhonda	10/13/2014	Data from Discovery Education Assessment	5/29/2015 quarterly
G1.B1.S1.MA1	FOCUS Report on Attendance	Ray, Cathy	9/1/2014	The percentage of Attendance Certificates and/or Ribbons awarded	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	FOCUS information and presentation of Perfect Attendance Certificates	Ray, Cathy	9/1/2014	Awarding of Certificates and/or Ribbons	5/29/2015 monthly
G1.B2.S1.MA1	Discovery Education Assessment Data	Shuford, Rhonda	10/27/2014	Data Meeting Sign in Sheets	5/29/2015 quarterly
G1.B2.S1.MA1	Reviewing evidence of completion through Classroom Walkthroughs	Shuford, Rhonda	10/14/2014	E3 Evaluations	5/29/2015 weekly
G1.B1.S2.MA1	Parent Climate Survey Results	Shuford, Rhonda	9/1/2014	Data from the Parent Climate Survey	4/30/2015 one-time
G1.B1.S2.MA1	Follow up on disconnected telephone numbers in School Messenger System, flexible conference times to meet parents' needs distribution of parent newsletters and parent notes	Shuford, Rhonda	9/1/2014	Number of school messages sent home, newsletters and conference logs	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase Student Engagement

G1.B2 Lack of Professional Development

G1.B2.S1 Request more Professional Development from the Office of Professional Learning and Curriculum and Instruction.

PD Opportunity 1

Request additional Professional Development through the Office of Professional Learning and Curriculum and Instruction

Facilitator

Principal/Assistant Principal or District Staff

Participants

All Faculty

Schedule

On 10/13/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0