

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FERRY PASS ELEMENTARY SCHOOL

District Name: Escambia

Principal: Rhonda Shuford

SAC Chair: Randy Ardis

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rhonda Shuford	B.S.-Elementary Education, Bethune -Cookman College; M.Ed.-Elementary Education/Curriculum & Instruction, University of West Florida; Ed.S.- Curriculum & Instruction; University of West Florida	9	6	2011-12 - School Grade-C % high standards-math-55% % high standards-rdg-50% % high standards-wrtg-77% % gains in math-62% % gains in rdg-56% % lowest quartile rdg-58% % lowest quartile math-60% 2010-2011 - School Grade-C 2009-10 - School Grade-B 2008-09 - School Grade-C
Assis Principal	Cathy Ray	B.S. Major Socioloy Minor History & an endorsement in English, Jacksonville State University M.S. Counseling & Guidance K-12, Jacksonville State University	9	4	2011-12 - School Grade-C % high standards-math-55% % high standards-rdg-50% % high standards-wrtg-77% % gains in math-62% % gains in rdg-56% % lowest quartile rdq-58%

		Certification in Educational Leadership, Jacksonville State University			% lowest quartile math-60% 2010-2011 - School Grade-C 2009-10 - School Grade-B 2008-09 - School Grade-C
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	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, Staff Development Office	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructors at Ferry Pass Elementary are teaching in-field.	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	19.2%(10)	26.9%(14)	17.3%(9)	36.5%(19)	30.8%(16)	100.0%(52)	5.8%(3)	1.9%(1)	23.1%(12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Heather Boddy	Philip Ebert	Same Grade Level/First Year Teacher	S.T.A.R.T. Program/Observation Opportunities
Jina Bradley	Erin Reeves	Same Grade Level/First Year Teacher	S.T.A.R.T. Program/Observation Opportunities
Ashley Rutherford	Brittany Grassmann	Same Grade Level/First Year Teacher	Observation Opportunities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Our total Title 1 allocation was 162,144. Of this allocation, a Full time Technology Coordinator was purchased to assist with professional development and 8 Technology Assistants were hired to assist with small group instruction for grades K-5. The district coordinates with Title II and Title III in ensuring staff development needs are met.

Title I, Part C- Migrant

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Base, we have determined that there is 1 Migrant student at Ferry Pass Elementary.

Title I, 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 1, 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 7 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 7 students at our school. This teacher assists both the classroom teacher and the ELL student.

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 51 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. In the past, we used SAI monies for 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 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's 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 are beginning a teaching garden sponsored by Gulf Power and The American Heart Association. This sponsorship is a two year commitment.

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.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Rhonda Shuford, Principal
Cathy Ray, Assistant Principal
Chelsea Windham, Guidance Counselor
Kelly Reigle, School Psychologist
Tracy James, Speech Language Pathologist
Mary Witty, ESE Teacher
Heather Clark, ESE Teacher
Sue York, ESE Teacher
Teresa Purifoy, ESE Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Principal, AP, Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher

School Psychologist: Participates in the collection, interpretation, and data analysis, facilitates development of intervention plans; provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for

appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

The RtI Leadership Team will meet monthly to engage in the following activities: Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate, implementation, make decisions, practice new processes and skills, and make decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

All stakeholders had input to develop the School Improvement Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), FCAT, Go Math

Progress Monitoring: FAIR, Classroom Assessments, and Study Island

Midyear: FAIR, Classroom Assessments, and Study Island

End of Year: FAIR, Go Math, Classroom Assessments, and Study Island

Data Meetings: Once a month

Describe the plan to train staff on MTSS.

Professional development in elements of the tiers, and data collection/graphing will be provided by the assigned School Psychologist and/or guidance counselor for all new employees in September, 2012. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff professional development needs during RtI Leadership Team meetings. Professional development will be provided during teachers' common planning time, teacher planning day and other times as needed throughout the year.

Describe the plan to support MTSS.

The support will come from the School Leadership Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

At Ferry Pass Elementary, the Literacy Leadership Team (LLT) is referred to as the Reading Leadership Team (RLT). The team consists of the following members:
Bonnie Price, First grade teacher; Anna Harageones, Second grade teacher; Miranda Jimenez, Third grade teacher; Peggy Hodges, Fourth grade teacher; Philip Ebert, Fifth grade teacher; Mary Witty, ESE teacher; and Michelle White, Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets monthly. The Literacy Leadership Team will look at FCAT, FAIR, and other data to evaluate students' progress. The team will use this data to assist teachers in differentiating their instruction.

What will be the major initiatives of the LLT this year?

To discuss strategies to ensure all students make learning gains in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	FPE will increase by 1% the percentage of students achieving proficiency in reading based on FCAT 2.0 criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, grade 3 = 21%(24) at achievement level 3. In 2012, grade 4 = 26%(23) at achievement level 3. In 2012, grade 5 = 28%(38) at achievement level 3.	In 2013, grade 3 = 22% at achievement level 3. In 2013, grade 4 = 27% at achievement level 3. In 2013, grade 5 = 29% at achievement level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data	Principal, Assistant Principal, Classroom Teacher	Reading Blocks will be monitored by administration, Classroom Walkthroughs	FAIR Test results, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	FPE will increase by 1% the percentage of students scoring levels 4 and 5 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, grade 3 = 14%(16) at achievement level 4. In 2012, grade 4 = 19%(17) at achievement level 4. In 2012, grade 5 = 14%(19) at achievement level 4.	In 2013, grade 3 = 15% at achievement level 4. In 2013, grade 4 = 20% at achievement level 4. In 2013, grade 5 = 15% at achievement level 4.
In 2012, grade 3 = 11%(13) at achievement level 5. In 2012, grade 4 = 11%(10) at achievement level 5. In 2012, grade 5 = 5%(7) at achievement level 5.	In 2013, grade 3 = 12% at achievement level 5. In 2012, grade 4 = 12% at achievement level 5. In 2012, grade 5 = 6% at achievement level 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	Utilize Study Island/Reading Eggs for supplemental instruction	Principal, Assistant Principal/ Technology Coordinator	Study Island/Reading Eggs reports will be monitored by administrative team and feedback will be given to teachers.	Monthly Study Island/Reading reports, FCAT 2.0 Reading results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	FPE will increase by 1% the percentage of students making learning gains in reading based on school grade criteria.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56%(189) of students made a Learning Gain in Reading	In 2013, at least 57% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data	Principal, Assistant Principal, Classroom Teacher	Reading blocks will be monitored by administration, Classroom Walkthroughs	FCAT 2.0 Reading results, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	FPE will increase by 1% the percentage of students in the lowest 25% making learning gains in reading based on school grade criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 58%(32) of the lowest 25% of students made Learning Gains in Reading.	In 2013, at least 59% in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data	Principal, Assistant Principal, Classroom Teacher	Reading blocks will be monitored by administration, Classroom Walkthroughs	FCAT 2.0 Reading results, classroom assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # In six years FPE will reduce their achievement gap by 50%
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by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	At FPE black students, white students, and hispanic student will increase progress in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 38% of black students, 69% of white students, and 33% hispanic students, made satisfactory progress in reading.	Expected level of performance for black students 39%, white students 70%, and hispanic students 34%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Reading results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At FPE, reading proficiency for Students With Disabilities will increase by 1 %
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 Students with Disabilities made 29% progress in reading.	In 2013, Students with Disabilities will make 30% progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Disaggregate data	Principal/Assistant Principal, Classroom Teacher	Reading Blocks will be monitored by administration, Classroom Walkthroughs	FAIR Test results, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At FPE, reading proficiency for Economically Disadvantaged students will increase by a minimum of 1 percentage point.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 46% of Economically Disadvantaged Students made satisfactory progress in reading.	In 2013, 47% of Economically Disadvantaged Students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1. Continue with FAIR Testing 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data	Principal/Assistant Principal, Classroom Teacher	Reading Blocks will be monitored by administration, Classroom Walkthroughs	FAIR Test results, classroom assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Beverly Tyner	K-2	Verna Smith	K-2 Teachers	Professional Development Days	Classroom Walkthroughs	Principal, Assistant Principal
Analyze FCAT Scores	K-5	Cathy Ray	3-5 Teachers	Preplanning	Classroom Walkthroughs	Principal, Assistant Principal
Increase Professional Development opportunities in the area of	K-5	Principal, Assistant Principal	All Staff	Preplanning, After School Meetings, Teacher Planning Days, Summer	Teacher feedback, Professional Development Sign-in Sheets	Principal, Assistant Principal

reading						
Small Group Instruction	3-5	Kim Gunn	3-5 Teachers	Professional Development Days	Classroom Walkthroughs	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchased AR Renewal	Reading Renaissance(625 students)	SAI	\$2,541.50
Purchased STAR Renewal	Reading Renaissance(625 students)	SAI	\$592.25
Purchased Reading Workbooks for 3rd-5th grade students	SRA Imagine IT! Reading Series	Title I	\$13,410.15
Destiny Renewal	Media Center	Regular Operations	\$551.00
Write Score (Reading)	Reading Assessments similar to FCAT 2.0	School Improvement	\$1,558.70
			Subtotal: \$18,653.60
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island/Reading Eggs	Computer Based Program	Title I	\$5,111.20
			Subtotal: \$5,111.20
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hired Technical Assistants	8 Tutors	Title I	\$42,000.00
			Subtotal: \$42,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$65,764.80

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	FPE will increase by 1% the percentage of students achieving proficiency in math based on school grade criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, grade 3 = 31% (35) at achievement level 3. In 2012, grade 4 = 21% (18) at achievement level 3. In 2012, grade 5 = 33% (44) at achievement level 3.	In 2013, grade 3 = 32% at achievement level 3. In 2013, grade 4 = 22% at achievement level 3. In 2013, grade 5 = 34% at achievement level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with Go Math! series	1. Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal	Classroom Walkthroughs	FCAT 2.0 Math results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	FPE will increase by 1% the percentage of students achieving proficiency in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, grade 3 = 15% (17) at achievement level 4. In 2012, grade 4 = 18% (16) at achievement level 4. In 2012, grade 5 = 11% (14) at achievement level 4. In 2012, grade 3 = 11%(13) at achievement level 5. In 2012, grade 4 = 7%(6) at achievement level 5. In 2012, grade 5 = 8%(11) at achievement level 5.	In 2013, grade 3 = 16% at achievement level 4. In 2013, grade 4 = 19% at achievement level 4. In 2013, grade 5 = 12% at achievement level 4. In 2013, grade 3 = 12% at achievement level 5. In 2013, grade 4 = 8%. at achievement level 5 In 2013, grade 5 = 9%. at achievement level 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Familiarity with Go! Math series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal	Classroom Walkthroughs	FCAT 2.0 Math results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	FPE will increase the percentage of students making a learning gain in math by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2011, 62% (138) made learning gains in math.

In 2013, at least 63% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with new Go Math! series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Math results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.
Mathematics Goal #3b:

N/A

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.
Mathematics Goal #4:

FPE will increase by 1% the percentage of students in the lowest 25% making learning gains by 1% in math based on school grade criteria.

2012 Current Level of Performance:

2013 Expected Level of Performance:

In 2012, 60% (33) in lowest quartile made learning gains in math.

In 2013, at least 61% in the lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Familiarity with Go Math! series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Math results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years FPE will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	61%	65%	70%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	At FPE, all subgroups will increase proficiency by a minimum of 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 71% White, 29% Black, 57% Hispanic, Asian-N/A and American Indian-N/A	In 2013, all subgroups will increase proficiency by a minimum of 1 percentage point.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with new Go Math! series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Math results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013, 32% will make satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% made satisfactory progress in mathematics.	In 2013, 32% will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Familiarity with Go Math! series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Math results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2013, 50% will make satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% made satisfactory progress in mathematics.	In 2013, 50% will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Familiarity with Go Math! series	1.Utilize Go Math! testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by math specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthrough	FCAT 2.0 Math results

End of Elementary School Mathematics Go:

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase professional development opportunities in the area of math	K-5	Principal, Assistant Principal	All Staff	Preplanning, After School Meetings, Teacher Planning Days, Summer	Teacher Feedback, Professional Development Sign-in Sheets	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Computer based math program	Title 1	\$5,111.20
Fastt Math	Computer based math program	Title 1	\$2,000.00
Purchase technology hardware to support Go Math! (Think Central)	Laptops, printers, ipads	Instructional computer replacement funds/Title 1	\$0.00
Subtotal: \$7,111.20			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math! Training	Training in math series	District Funds/Title 1	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Grand Total: \$7,111.20			

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:			FPE will increase by 1% the percentage of students achieving proficiency in science based on school grade criteria.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, grade 5 = 35% (46) at achievement level 3.			In 2013, grade 5 = 36% at achievement level 3.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	1.Utilize District Science Assessment testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by science specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Science results, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			FPE will increase by 1% the percentage of students scoring levels 4 and 5 in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, grade 5 = 10% (13) at achievement level 4. In 2012, grade 5 = 4% (5) at achievement level 5.			In 2013, grade 5 = 11% at achievement level 4. In 2013, grade 5 = 5% at achievement level 5.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Implementation of Differentiated Instruction	1. Utilize District Science Assessment testing data to identify students who need intervention or enrichment. 2. Provide a tutor for each grade level K-5 for small group instruction 3. Disaggregate data 4. CWT's by science specialist	Principal, Assistant Principal, Classroom Teacher	Classroom Walkthroughs	FCAT 2.0 Science results, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase professional development opportunities in the area of science	K-5	Nancy Stanley	All Staff	Preplanning, After School Meetings, Teacher Planning Days, Summer	Teacher feedback, Professional Development Sign-in Sheets	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Opportunities with Nancy Stanley	Science resources provided by science specialist	District Funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		FPE will increase the percentage of students scoring 3.0 or higher by 1%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, grade 4 = 78% at achievement level 3.		In 2013, grade 4 = 79% at achievement level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Implementation of Differentiated Instruction	1. Writing is taught every day in every grade.	Principal, Assistant Principal, Classroom Teacher	Classroom walkthroughs	FCAT 2.0 Writing results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase Professional Development Opportunities in the Area of Writing	K-5	Principal, Assistant Principal	All Staff	Preplanning, After School Meetings, Teacher Planning Days, Summer	Teacher Feedback, Professional Development Sign-in Sheets	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score (Writing)	Writing similar to FCAT 2.0	School Improvement	\$2,218.70
			Subtotal: \$2,218.70
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase technology hardware to support on-line writing activities and websites.	Laptops, printers, ipads	Instructional computer replacement funds/Title 1	\$897.00
			Subtotal: \$897.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Writing Training	Lucy Calkins Training-purchased curriculum for each kindergarten and first grade teacher to work in professional learning community/ Step Up To Writing Training	District Funds/Title 1	\$1,969.00
			Subtotal: \$1,969.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,084.70

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		FPE's average daily attendance (ADA) rate will remain the same or increase to 95%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In 2012, FPE's average daily attendance was 94.5%.		In 2013, FPE average daily attendance (ADA) rate will remain the same at 94.5%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
269 students at FPE had 10 or more absences during the 2012 school year.		In 2013, FPE will decrease the number of students with 10 or more absences to no more than 266.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
202 students at FPE had 10 or more tardies during the 2012 school year.		In 2013, FPE will decrease the number of students with 10 or more tardies to no more than 200.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ferry Pass Elementary is on a busy highway with traffic jams and frequent use by emergency vehicles. We are a trunk routing site causing additional student traffic.	1. Implement School-Wide Behavior Plan/Tardy Plan 3. Use visiting teacher for excessive absences and tardies.	Principal, Assistant Principal, Guidance Counselor	Attendance reports	Attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-Wide Behavior Plan/Tardy Plan	K-5	Guidance Counselor, Principal, Assistant Principal	All Staff	8/20/12-5/30/13	Attendance Reports	Principal, Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Raptor Renewal	Raptor	Internal Accounts	\$432.00
			Subtotal: \$432.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Perfect Attendance Ribbons	To reward students with no absences or tardies each 9 weeks	Internal Accounts	\$78.00
			Subtotal: \$78.00
			Grand Total: \$510.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	FPE had 26 incidents of Out-of-School Suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 3 In-School-Suspensions.	In 2013, FPE will maintain 3 or fewer In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

In 2012, 3 students received In-School Suspensions.	In 2013, FPE will maintain 3 or fewer students that receive In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, 34 Out-of-School Suspensions.	In 2013, FPE will maintain 34 or fewer Out-of-School Suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 28 students received Out-of-School Suspensions .	In 2013, FPE will maintain 28 or fewer Out-of-School Suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, number of duplicated referrals	Positive Behavior Plan enforcement	Principal; Assistant Principal; Guidance Counselor; School-Wide Behavior Committee	Analyze referrals by grade level and teacher monthly. Analyze citizenship grades and attendance quarterly.	Referrals, citizenship grades and attendance

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-Wide Behavior Plan Training	K-5	Guidance Counselor	School-Wide	8/12	Office Referrals	Principal, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Second Step and Learning for Life	Violence Prevention Programs	District funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Post rules throughout school in designated areas (restroom, hallway, cafeteria, classrooms) Distribute Paw Bucks	Posterboard to make posters and cardstock to make Paw Bucks in different colors (orange-admin, office & staff; green-teachers; blue-bus drivers; yellow-special area)	General Operations	\$30.00
Paw Buck Celebrations	Items needed for monthly celebrations for K-2 and 3-5 students who meet monthly goal	Internal Accounts	\$300.00
			Subtotal: \$330.00
			Grand Total: \$330.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		In 2012-13 FPE will have 10 or more parent involvement activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-12 FPE had 10 or more parent involvement activities.		In 2012-13 FPE will have 10 or more parent involvement activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents work schedules	Provide school activities at different times of the day.	Principal/Assistant Principal	Sign in sheets	Sign in sheets
2	Parents work schedules	Utilize school messenger. Send home monthly newsletters.	Principal/Assistant Principal	Email notification	Email notification
3	Parents work schedules	Keep school website up-to-date with school activities and events.	Technology Coordinator	Website Survey	Website Survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	K-5	Assistant Principal	Parents, Teachers, All School Volunteers	September 2012	Sign-in sheets	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Planners (5th Grade)	Student Assignment Planners (students take home each night for communication between home and school)	Title 1	\$412.50
FPE School Folder	School Folder is the FPE parent handbook for 2012-2013	Internal Accounts	\$1,107.22
			Subtotal: \$1,519.72
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Volunteer Training	Provide volunteer handbooks to teachers and provide training to parents about school volunteering	District funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Home/School Communication Folders	Schoolwide (K-5) Students use to place homework and graded papers in. Colored folders for each grade level.	Title 1	\$946.05
Parent/Teacher Conferences	Kindergarten through 3rd grade teachers will have a designated day during the school day for parent/teacher conference	Title 1	\$1,836.00
Parent Educator	Assists with parenting workshops and activities at the school	Title 1	\$5,246.00
Supplies for Parent Involvement Activities	Any needed supplies needed for our family nights and parent workshops throughout the year.	Title 1	\$400.00
			Subtotal: \$8,428.05
			Grand Total: \$9,947.77

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

All students at Ferry Pass Elementary has access to technology.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students take Go Math and FAIR assessments on-line	Scheduled Go Math and FAIR Assessments in Computer Lab	Technology Coordinator, Teacher Assistant for Computer Lab	Monitor students on Go Math and FAIR	Monitor students test on Go Math and FAIR

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers learn how to use Technology	K-5	Technology Coordinator	K-5 Teachers	Preplanning, After School Meetings, Teacher Planning Days, Summer	Teacher Feedback, Professional Development Sign-in Sheets	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Coordinator (.50)	Purchased technology coordinator to assist with tech day-to-day operations at FPE	Title 1	\$29,395.00
Teacher Assistant (Computer Lab)	Purchased teacher assistant to assist classroom teachers with daily classes in the computer lab (media center)	Title 1	\$24,827.00
			Subtotal: \$54,222.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$54,222.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchased AR Renewal	Reading Renaissance (625 students)	SAI	\$2,541.50
Reading	Purchased STAR Renewal	Reading Renaissance (625 students)	SAI	\$592.25
Reading	Purchased Reading Workbooks for 3rd-5th grade students	SRA Imagine IT! Reading Series	Title I	\$13,410.15
Reading	Destiny Renewal	Media Center	Regular Operations	\$551.00
Reading	Write Score (Reading)	Reading Assessments similar to FCAT 2.0	School Improvement	\$1,558.70
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	Write Score (Writing)	Writing similar to FCAT 2.0	School Improvement	\$2,218.70
Attendance	Raptor Renewal	Raptor	Internal Accounts	\$432.00
Suspension	Utilize Second Step and Learning for Life	Violence Prevention Programs	District funds	\$0.00
Parent Involvement	Planners (5th Grade)	Student Assignment Planners (students take home each night for communication between home and school)	Title 1	\$412.50
Parent Involvement	FPE School Folder	School Folder is the FPE parent handbook for 2012-2013	Internal Accounts	\$1,107.22
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$22,824.02
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island/Reading Eggs	Computer Based Program	Title I	\$5,111.20
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Study Island	Computer based math program	Title 1	\$5,111.20
Mathematics	Fastt Math	Computer based math program	Title 1	\$2,000.00
Mathematics	Purchase technology hardware to support Go Math! (Think Central)	Laptops, printers, ipads	Instructional computer replacement funds/Title 1	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	Purchase technology hardware to support on-line writing activities and websites.	Laptops, printers, ipads	Instructional computer replacement funds/Title 1	\$897.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Technology Coordinator (.50)	Purchased technology coordinator to assist with tech day-to-day operations at FPE	Title 1	\$29,395.00
STEM	Teacher Assistant (Computer Lab)	Purchased teacher assistant to assist classroom teachers with daily classes in the computer lab (media center)	Title 1	\$24,827.00
				Subtotal: \$67,341.40
Professional Development				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hired Technical Assistants	8 Tutors	Title I	\$42,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Go Math! Training	Training in math series	District Funds/Title 1	\$0.00
Science	PD Opportunities with Nancy Stanley	Science resources provided by science specialist	District Funds	\$0.00
Writing	Writing Training	Lucy Calkins Training-purchased curriculum for each kindergarten and first grade teacher to work in professional learning community/ Step Up To Writing Training	District Funds/Title 1	\$1,969.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Volunteer Training	Provide volunteer handbooks to teachers and provide training to parents about school volunteering	District funds	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$43,969.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	Perfect Attendance Ribbons	To reward students with no absences or tardies each 9 weeks	Internal Accounts	\$78.00
Suspension	Post rules throughout school in designated areas (restroom, hallway, cafeteria, classrooms) Distribute Paw Bucks	Posterboard to make posters and cardstock to make Paw Bucks in different colors (orange-admin, office & staff; green-teachers; blue-bus drivers; yellow-special area)	General Operations	\$30.00
Suspension	Paw Buck Celebrations	Items needed for monthly celebrations for K-2 and 3-5 students who meet monthly goal	Internal Accounts	\$300.00
Parent Involvement	Home/School Communication Folders	Schoolwide (K-5) Students use to place homework and graded papers in. Colored folders for each grade level.	Title 1	\$946.05
Parent Involvement	Parent/Teacher Conferences	Kindergarten through 3rd grade teachers will have a designated day during the school day for parent/teacher conference	Title 1	\$1,836.00
Parent Involvement	Parent Educator	Assists with parenting workshops and activities at the school	Title 1	\$5,246.00
Parent Involvement	Supplies for Parent Involvement Activities	Any needed supplies needed for our family nights and parent workshops throughout the year.	Title 1	\$400.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$8,836.05
				Grand Total: \$142,970.47

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA	
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
There are no School Advisory Council (SAC) funds for the 2012-2013 school year.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council at Ferry Pass Elementary will meet eight times during the 2012-2013 school year to discuss school curriculum initiatives, budgets, parent involvement activities, and other business related to the school. The School Advisory Council (SAC) also serves as the Title I Parent Committee and will discuss the Title I Parent Involvement Plan and Family Compact.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District FERRY PASS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	71%	63%	38%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	55%			116	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	51% (YES)			103	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District FERRY PASS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	65%	79%	35%	250	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	51%			113	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	53% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested