

Escambia County School District

FERRY PASS MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Ferry Pass Middle School we believe that all students can learn and be successful. Our purpose is to create an environment which will enable each student to understand that learning is a life-long process. The faculty is committed to providing rigorous academic courses that challenge students in order to prepare and equip them to excel in high school, college, and the workforce.

Provide the school's vision statement

Ferry Pass Middle School believes we are responsible for accepting all students as individuals, assessing their needs and interest, and providing a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe middle school environment with meaningful educational opportunities that motivates students at all levels to achieve at their highest potential. We recognize that middle school adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, preception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Ferry Pass Middle School is to assist in the development of self-confident, self-disciplined learners who can be productive citizens in a global community.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Marietta Britt-McCaskill

mbrittmccaskill@ecsdfl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the principal in day to day operations, support vacilities, day to day instruction, student and staff wellbeing. She will work with the principal to evaluate staff, monitor data nd make sure appropriate instruction is given.

Leadership Team Member #2**Employee's Name**

Joshua Jackson

jjackson5@ecsdfl.us

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to develop and implement school systems to support instruction, facilities, operations, student and staff well being. He will oversee the daily management of staff, data, and evaluate instruction to ensure students are receiving appropriate instruction.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Stakeholders include school leadership team, faculty and staff, students, parents and community sponsors. Parents are provided a satisfaction survey from the district annually and parents have input through our school compact. All stakeholders are invited to afterschool meetings (PTSA and SAC). Surveys are provided to parents and students during our Title 1 events for input. Teachers have access to their data through mastery connect and attend professional learning communities to share their data and to work with their departments toward the school improvement plan goals.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for

those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Administration will conduct weekly classroom walkthroughs with a focus that will be announced at the beginning of the year and marked on their feedback sheets. Stakeholders will be updated on progress during our stakeholders' meetings (PTSA and SAC). The leadership will meet regularly to discuss data with teachers during PLCs and utilize the data to make data driven decisions.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: C 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							319	288	264	871
Absent 10% or more school days							76	70	66	212
One or more suspensions							31	35	75	141
Course failure in English Language Arts (ELA)							8	3	7	18
Course failure in Math							10	23	6	39
Level 1 on statewide ELA assessment							54	58	48	160
Level 1 on statewide Math assessment							66	71	35	172
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							92	85	85	262

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	1	2	3
Students retained two or more times							6	6	5	17

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							294	270	295	859
Absent 10% or more school days							81	84	109	274
One or more suspensions							36	89	111	236
Course failure in English Language Arts (ELA)							9	10	12	31
Course failure in Math							26	10	17	53
Level 1 on statewide ELA assessment							70	64	74	208
Level 1 on statewide Math assessment							76	53	68	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							89	104	131	324

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5		2	7
Students retained two or more times							10	3	2	15

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	50	57	62	48	53	58	41	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	56	57	61	54	56	59	48	50	56
ELA Lowest 25th Percentile	59	53	53	49	53	52	51	50	50
Math Achievement*	59	62	65	50	57	63	53	50	60
Math Learning Gains	63	60	62	55	61	62	65	55	62
Math Lowest 25th Percentile	61	56	57	49	59	57	69	57	60
Science Achievement	54	57	57	45	51	54	38	45	51
Social Studies Achievement*	71	78	77	74	68	73	71	62	70
Graduation Rate									
Middle School Acceleration	97	89	82	83	87	77	84	83	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					51	53		43	49

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	570
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
63%	56%	58%	52%	50%	38%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	60%	No		
Asian Students	83%	No		
Black/African American Students	55%	No		
Hispanic Students	67%	No		
Multiracial Students	62%	No		
White Students	72%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

	2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												22/2026
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	
All Students	50%		56%	59%	59%	63%	61%	54%	71%	97%			
Students With Disabilities	22%		46%	60%	28%	46%	55%	21%	23%	81%			
English Language Learners	35%		60%	69%	46%	57%	73%		82%				
Asian Students	84%		79%		81%	64%		93%	82%	100%			
Black/African American Students	37%		50%	51%	47%	58%	58%	40%	54%	98%			
Hispanic Students	51%		63%	78%	59%	63%	68%	43%	79%	100%			
Multiracial Students	47%		58%	53%	59%	64%	36%	68%	74%	100%			
White Students	64%		59%	69%	72%	68%	72%	66%	85%	96%			
Economically Disadvantaged Students	44%		54%	59%	54%	59%	58%	47%	65%	95%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	48%		54%	49%	50%	55%	49%	45%	74%	83%			50%
Students With Disabilities	18%		40%	42%	21%	41%	39%	13%	38%	70%			
English Language Learners	18%		46%	53%	42%	63%	73%	23%	90%				50%
Asian Students	66%		61%		80%	67%		57%	100%	81%			
Black/African American Students	37%		50%	47%	34%	46%	47%	30%	65%	76%			
Hispanic Students	42%		49%	42%	49%	54%	59%	42%	86%	90%			
Multiracial Students	44%		46%	33%	47%	57%	35%	53%	77%	63%			
White Students	62%		60%	60%	65%	62%	56%	59%	80%	89%			
Economically Disadvantaged Students	40%		50%	44%	41%	49%	48%	35%	67%	79%			

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	41%		48%	51%	53%	65%	69%	38%	71%	84%			
Students With Disabilities	11%		44%	45%	25%	55%	61%	9%	37%				
English Language Learners	16%		54%	64%	35%	43%	55%	10%	40%				
Asian Students	66%		68%		86%	74%		70%	85%	100%			
Black/African American Students	30%		44%	55%	39%	63%	72%	24%	59%	80%			
Hispanic Students	35%		49%	55%	49%	54%	67%	37%	63%	76%			
Multiracial Students	46%		55%	58%	59%	64%	57%	30%	83%	93%			
White Students	49%		47%	39%	63%	69%	70%	49%	81%	85%			
Economically Disadvantaged Students	35%		44%	43%	46%	62%	71%	33%	69%	80%			

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	43%	54%	-11%	62%	-19%
ELA	7	52%	58%	-6%	62%	-10%
ELA	8	53%	52%	1%	60%	-7%
Math	6	50%	54%	-4%	60%	-10%
Math	7	38%	42%	-4%	53%	-15%
Math	8	62%	57%	5%	61%	1%
Science	8	48%	48%	0%	52%	-4%
Civics	7	70%	74%	-4%	77%	-7%
Civics	8	73%	63%	10%	75%	-2%
Biology	8	87%	74%	13%	91%	-4%
Algebra	7	100%	98%	2%	96%	4%
Algebra	8	96%	92%	4%	84%	12%
Geometry	8	100%	97%	3%	95%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our greatest areas of improvement were in Acceleration where we increased by 14 percentage points. We went from 83% to 97% points. Part of this was due to having a geometry class on campus and an increase in the number of biology classes. Our other area of greatest growth was our lower quartile in math. We feel this is due to us being able to schedule our lowest students in a double blocked math class for additional support. We went from 49% to 61% , which was a 12% increase in our math lower quartile.

Lowest Performance

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

Our lowest performance was our ELA proficiency at 50%. We had teacher turnover in our 6th and 7th grade ELA classes.

Greatest Decline

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

Our lowest performance was our Civics classes. They went from 74% to 71% proficiency. The reasonings for this was teacher turnover and two fulltime subs teaching for the rest of the year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our biggest gap is ELA with it being 12% below the state average. We had teacher turnover in ELA in both the 6th and 7th grades. We had limited number of sections of reading to help our lowest readers.

EWS Areas of Concern

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

Attendance is our area of concern and our level ones in ELA and Math.

Highest Priorities

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

1. Increase Civics scores to state average.
2. Increase our ELA to state average.
3. Increase our science to state average.
4. Decrease the amount of level 1 students in ELA.
5. Decrease the amount of level 1 students in math.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Last year we focused on planning and academic monitoring. This year we want to continue this trend by having students engaged more in their learning, which will add to the academic monitoring of teachers. Teachers talking less, students engaging more. We have been using "Get Better Faster" and "Teach Like A Champion" books and hosting workshops on what this should look like in the classroom. We also use this in our walk throughs and feedback given to teachers. We came to this conclusion when district walks occurred and the emphasis was on increasing student engagement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In ELA our school average was 50% proficiency and we are aiming for the state average of 62% proficiency. Our plan is to increase the number of students per gradelevel who take a reading intervention classes. We are also using a new reading program and we will have weekly support from our district leaders in implementing the program. We will also have bi-weekly support in ELA from our district curriculum coaches.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor this through our PM testing and weekly walkthroughs.

Person responsible for monitoring outcome

Joshua Jackson and Marietta McCaskill

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning Communities or Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale:

To support both General and ESE Teachers working with students with disabilities across the district, the opportunity to collaborate within PLCs, using the valuable professional development resource on High-Leverage Practices (HLPs), will be offered. There are 22 HLPs in total that were developed to address the most critical practices that every K-12 teacher should be able to understand and demonstrate in the following domains: collaboration, assessment, social/emotional/behavioral, and instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly walkthroughs that include a form showing the type of engagement and feedback that uses language and strategies from "Get Better Faster" and "Teach Like A Champion" books.

Person Monitoring:

Joshua Jackson and Marietta McCaskill

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will be conducting weekly walkthroughs with forms that have the language used from our "Get Better Faster" and "Teach Like A Champion" books that all teachers have. Our Professional Development this year will be centered around the student engagement parts of these books. We will discuss with teachers ideas on how to increase engagement and decrease teacher talk by using economy of language, academic monitoring that will increase student engagement and corrective feedback that is helpful to student learning.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Although we had an improvement we were not to the district expectation of 95% attendance daily. Our daily attendance increased from 89% the previous year to 91.44% this year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance is taken daily in each class period. Daily call-outs go out after the first period of the day. After missing 5 days of school our attendance clerk submits a letter to the family letting them know they have missed 5 days of school. After missing 10 days an attendance meeting is held with the parents and guidance counselors. If no parents show up, then a visiting teacher is sent to the home to find out the issue as to why the student is not attending. If a student is still missing school with no real explanation, the student and parents' names are reported for truancy.

Person responsible for monitoring outcome

Ella Robinson, Laura Worley and Kimberly Warren

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The administration team along with guidance counselors will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to students missing school. The team will then meet monthly with teachers to discuss data to inform next steps.

Rationale:

Strategic attendance initiatives focus on creating a welcoming school environment, building positive relationships, and providing support to students and families to improve attendance. These initiatives often include a tiered approach, starting with foundational supports for the entire school and progressing to more personalized outreach and intervention for students at higher risk of chronic

absenteeism. The Power of Positive Connections Toolkit calls for using absenteeism records from past years and from the first month of school to connect the most at-risk students to personal relationships and positive supports that motivate them to show up to class every day.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

School Navigator

Person Monitoring:

Lisa Wiggins

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school navigator will help support absenteeism by removing barriers that impede positive behavior and attendance. The navigator will provide resources such as clothing, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Action Step #2

Data Monitoring of Absences

Person Monitoring:

Ella Robinson, Laura Worley and Kimberly Warren When student reaches 5 absences

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Review attendance data in Focus weekly. Students will be identified and teachers should be notified which of their students might be at-risk.
2. Identify students with 5 unexcused absences within a 30-day period. Determine if there is an extenuating circumstance with the family for appropriate interventions if needed.
3. August/September: Identify students with a history of severe chronic absenteeism (absent 20% or more days in a school year).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://ferryassms.escambiaschools.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

A link to the school's SIP are posted on the school's website on Our Title I Family page.

Our school will hold its annual Title I meeting on Aug 27, 2026 at 5:15 pm in our cafeteria. Each year our school meets with parents to discuss the PFEP and develop an effective plan for more engagement. Our plan was finalized and is shared on our school's webpage. We will announce our family night at our first Title I meeting in August. We will do a night dedicated to FOCUS and Canvas to help parents increase positive communication with teachers and to help monitor their child's

academic
performance.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our professional development this year will focus on student engagement from the "Get Better Faster" and "Teach Like A Champion" books. Every teacher will receive a copy of each book

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our plan was developed by looking at feedback from district and school walkthroughs over the last few years. We knew we would need to create a shift in instruction and we chose these books based on district recommendations. We have also created walkthrough feedback sheets that include different strategies emphasized throughout both books.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school has two school guidance counselors and one full-time mental health counselor. We also have a full-time navigator to help assist students and families in need by connecting them with outside resources, such as, housing, food, and job resources.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

All students participate in the Xello program in their technical classes. This is a career and planning program. All students with disabilities take the inventory for their IEPs each year. This gives students an idea of what career path they may want as they enter high school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Ferry Pass Middle is a Classroom Resiliency Project school and a PBIS school. Our behavior coach works with all students on Tier II and Tier III interventions and writes FBA/PBIPs for all students in Tier III on IEPs. Parents are fully involved with the process and are kept informed on their child's progress through data sheets sent home every 4.5 weeks. Students participate in weekly behavior intervention sessions with the behavior coach to change unfavorable behaviors. PBIS parties are given on a quarterly basis to reward good behavior and golden tickets are used to help between these parties as incentives for drawings done during lunch.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Pre-school planning is used to give professional development on the focus for the year. This year it is on increased student engagement, and differentiated instruction. We try to create a positive culture in our school and reward all staff monthly in some small way for the hard work they are doing.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00