

Duval County Public Schools

Fishweir Elementary School



2016-17 Schoolwide Improvement Plan

Fishweir Elementary School

3977 HERSCHEL ST, Jacksonville, FL 32205

<http://www.duvalschools.org/fishweir>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fishweir Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fishweir Elementary is a standards-based learning community where the individual needs of the student are assessed and the results are used to direct our instruction. The child-centered curriculum encourages children to grow academically and creatively. The academic and arts curriculum focus on strengthening communication skills, fostering creative problem solving skills and enabling our students to exhibit exemplary interpersonal skills to become productive lifelong learners that will enrich their lives and our society.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Teachers establish relationships with students during the first week of school. Students also participate in activities with their peers in the classroom. We correlate the Book of the Month activities with character trait lessons that focus on students' differences and other ways to acknowledge various groups of students. Fishweir is also a Visual and Performing Arts Magnet school. Our third through fifth grade students participate in "Arts in Action" every Friday from 1:45 -2:30. During this time period, students receive instruction in the arts area they choose for study. Students have a choice in the following areas: Art, Beginning/Advanced Band, Chorus, Creative Writing, Dance, Drama, Beginning/Advanced Strings and Technical Theater. These clubs also meet after school twice a week for rehearsals. Our motto is, "Where creativity begins and grows!" This motto is embedded throughout the school. Kindergarten through second grade students also participate in "Arts in Action" from 1:45-2:30 every Friday. They remain in their classroom with their teacher and participate in art, music, or writing activities. As students participate in these various arts areas, they become more confident, which transfers to their ability to increase academic achievement.

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

During the first week of school, the principal and assistant principal meet with each grade level to introduce themselves as well as support staff members. Students have access to speak with administrators or school counselor at any time. Teachers establish great rapport with students and maintain this rapport throughout the year. All of the titles of the Books of the Month are aligned with monthly character traits and the Habits of Mind lessons and activities. Monthly, a student from each grade level is recognized for displaying the habits of mind traits during the First Friday Assembly. Our Teacher of Tomorrow (ToT) Program and Safety Patrols allow students to take on leadership roles in the school and promote healthy relationships.

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

All teachers implement CHAMPs throughout the day for all activities. Our moderate behavior incident forms document minor infractions and are directly aligned to Randy Sprick's Foundations Program. There is also Progressive Discipline process that's aligned to the new district Code of Conduct and discipline referral. We have provided training to teachers and will continue reviewing this process throughout the school year. The PBIS (Positive Behavior Interventions and Support) plan will also be implemented. This plan is designed to have well defined expectations, ensure consistency with enforcement and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports.

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

Students are identified by teachers and staff members who may need emotional support. Those students are then referred to our school counselor for individual counseling or small group counseling. Students from Robert E. Lee High School mentor our students and assist at school-wide events.

3. Early Warning Systems

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

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

Parents are contacted and made aware that their child has been identified exhibiting two or more early warning indicators. These students are referred for RTI by the teacher and administrators. Once the RTI process begins, it is monitored by administrators through frequent attendance at bi-weekly Problem Solving meetings. Also, these students' progress is tracked and monitored through quarterly data chats.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	2	1	3	2	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	3	13	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

- *After school tutoring using SAI funds
- *After school tutoring through Extended Day
- *Part-time Reading Interventionist
- *iReady (Reading and Math)
- *Achieve3000
- *Reflex Math
- *Additional academic support through VE Resource Teachers
- *School Counselor
- * PENDA
- * Response to Intervention Rtl

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parents will be able to participate in various school wide events such as: Family Literacy Night, Math/ Science Night, FSA Night that include a technology session that shows families how to access and use blended learning software. These events are designed to showcase what our students are learning throughout the year, but also to engage parents in the activities. Parents will have opportunities to use materials and strategies at home with their children.

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

Many of our teachers live in the community and are active with the PTA and SAC. They have connected to various businesses and have been able to secure in-kind donations and other resources to assist our school. Several business owners and community members attend our SAC meetings to stay abreast of information as it pertains to our school and community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dennis, Kimberly	Principal
Brantley, Katherine	Teacher, ESE
Plauche, Jaime	Teacher, K-12
Cruickshank, Mark	Teacher, K-12

b. Duties

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

Kimberly M. Dennis, Principal- Monitor the process of problem solving through RTI meetings. Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations. Professional development will be determined based on all of the above. Leadership Coaching strategies through Lastinger are used throughout professional development.

The Assistant Principal- Monitor the process of problem solving through RTI meetings. Monitor core curriculum through instruction looking for evidence of the The Four Pillars of Excellent Instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations. Professional development will be determined based on all of the above. Leadership Coaching strategies through Lastinger are used throughout professional development.

Shirley Scott, Reading Coach- Provides professional development on using reading strategies and implementing rigorous reading instruction as it pertains to Common Core standards/ New Florida Standards. She also provides daily support to teachers, models lessons as needed and requested and assists teachers with lesson planning. Leadership Coaching strategies through Lastinger are used throughout professional development.

Katherine Brantley, VE Resource/ESE Lead Teacher- Provides instruction to students based on IEP's. Supports the classroom teacher with push-in and teaches in small groups. Works with Tier 2 and Tier 3 students in the classrooms. Assists with RTI meetings, 504 meetings and help facilitate IEP meetings. Creates IEP plans and assists the School Counselor with MRT meetings.

Amy Black, School Counselor- Facilitates MRT meetings, Problem Solving/RTI meetings, 504 meetings. Serves as the school's liaison between the school and the district as it pertains to MRT (Multi-Referral Team) meetings on a monthly basis.

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

The Leadership Team meets weekly on Fridays to discuss instruction, which includes evidence of The Four Pillars of Excellent Instruction, professional development training, classroom visits, and student data. The school counselor meets bi-weekly with teachers for Problem Solving meetings to review RTI data, strategies and data collection tools. Strategies that teachers use are discussed and tracked to determine if they are working with the Tier 2 and Tier 3 students. The Principal or Assistant

Principal attend the meetings to provide support but also monitor the process. Professional Learning Communities (PLC's) are held throughout the school year to provide various trainings for grade levels by the Reading Coach and Lead Math and Science teachers. The Reading Coach does "walk-throughs" that are monitored by the Assistant Principal and both administrators conduct "pop-in" visits, informal and formal observations. The administrators and Reading Coach conduct Instructional Rounds, which focus on various instructional practices, but always on The Four Pillars of Excellent Instruction. Resources, additional training and support are provided to teachers as needed based on data collected and analyzed. Our school will use SAI (Supplemental Academic Instruction) funds for remediation of Level 1 and Level 2 students first. Additional funds will help support primary students who are below grade level with academic deficiencies. The Foundations /PBIS Team will continue to provide strategies to teachers to address concerns or problems in the common areas throughout the school. The Foundations/PBIS Team will also monitor the common areas and address issues should they arise. A part-time reading interventionist has trained teachers on how to use Barton and uses Barton for students identified for being at risk for reading success.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimberly Dennis	Principal
Dawn Jansson	Teacher
Rachel Raneri	Education Support Employee
Nancy Kravet	Parent
Stephanie Centro	Parent
Erin George	Parent
Renee Fields	Business/Community
Temika Jones	Parent
Donya Marshall	Parent
Laurie Griesemer	Parent
Chastity Wyntercyrellien	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The goals of last year's school improvement plan were monitor the plan and ensure the strategies were being implemented for each goal. The SAC gave input regarding the budget and how the funds were to be spent.

b. Development of this school improvement plan

The SAC committee will review the new school improvement plan and give feedback on a monthly basis during meetings.

c. Preparation of the school's annual budget and plan

The budget is discussed and decided on by the SAC committee members. The budget is utilized for incentives for students.

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

The projected use of funds will be utilized for student achievement and incentives.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dennis, Kimberly	Principal
	Instructional Coach
Jansson, Dawn	Teacher, K-12
Kenner, Lona	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will include: Helping teachers implement the new DuvalReads curriculum, provide training as needed on administering Saxon and/or DAR screenings based on the Decision Tree and other assessments, and facilitating the Family Literacy Night. Also, teachers will receive differentiated professional development from the Reading Coach on the new DuvalReads curriculum, Saxon and FSA-related information to include test item specification and analysis of iReady and Achieve3000 assessment data. Saxon to reinforce phonics skills during whole group and small group instruction. Each student is required to meet monthly and quarterly book goals and will be acknowledge during our school-wide literacy celebration.

D. Public and Collaborative Teaching

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

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

Teachers have two forty-five minute Professional Learning Community sessions each week to collaboratively plan together. In addition to that, they also participate in WOW Wednesday training by grade level, content area or vertically. This affords teachers the opportunity to plan lessons, analyze student work, participate in professional study and share best instructional practices. Teacher are often invited to share best practices during faculty professional development sessions.

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

Strategies to recruit include: Thorough review of resumes to identify applicants who are certified in the areas of Elementary Education (K-6); thoroughly interviewing candidates using questions that are aligned with the district's strategic plan and vision. The Professional Development Facilitator (PDF) regularly meets with novice teachers who are in the MINT program and their mentors to review their accomplished practices and provide support and assistance when needed. Mentor teachers will be able to share best teaching practices and professional literature which includes professional development books.

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

The mentoring program is designed to support new teachers in the classroom as well outside of the classroom. The mentors paired with these novice teachers were based on similarities and experience. Having mentors and novice teachers meet on a regular basis will allow them to support the novice teachers on a professional level, but also on an informal level, thus building rapport and relationships.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district provides a curriculum guide with resources for teachers to use. Teachers have full access to the curriculum guides and utilize it to plan standards-based instruction. Teachers also use the recommended texts assigned to the lessons, but also integrate authentic literature to support the standards and lessons. Teachers also integrate Achieve 3000 and iReady during center rotations and whole group in the computer lab. In Math, teachers also use the curriculum guide with the resources. Reflex Math and iReady are integrated in center rotations and whole group in the computer lab. In Science, the 5th grade teacher uses the core Pearson curriculum adopted by Duval County Public Schools and PENDA Learning. The Saxon curriculum is used to address deficiencies in early literacy and to reinforce previously learned skills.

b. Instructional Strategies

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

Data chats are conducted quarterly using a monitoring form that tracks students' progress. Various types of data are collected and analyzed. Instructional decisions are made based on the analysis of this data. We have (24) students who are going through the RTI process. There are (13) Tier 2 students for Reading, (9) for Math and (2) for Behavior. Center rotations in Reading, Math and Science are differentiated based on data. Small groups of students work together with common needs. Also, the teacher led center, which is a guided reading group, math strategy or science strategy group consist of small group instruction and strategies prescribed for those individual students. The lessons on iReady, Achieve 3000 and Reflex Math are prescriptive for students. Data also determines which students receive remediation in Reading and Math during after school tutoring. The remediation and after school instruction are directly aligned to the students' deficiencies.

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

Strategy: After School Program

Minutes added to school year: 120

There will be an after school tutoring program for Level 1 and Level 2 students who are also in the bottom quartile. Students will receive remediation in Reading and Math using core curriculum in addition to supplemental material. The number of weeks is contingent on the amount of funding.

Strategy Rationale

Students in grades 3-5 who need additional support in Reading and Math will receive this help during after school tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dennis, Kimberly, dennisk@duvalschools.org

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

Pre and Post tests will be given to determine students' learning level along with the results of their baseline assessments will determine what remediation students will receive. Collaboration with the tutorial teacher and classroom teacher will occur to determine what the next steps are for that particular student. Results from iReady and Achieve 3000 assessments are also a determining factor.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Initial assessments are given to kindergarten students as they enter during the first 20 days of school. Diagnostic assessments include, FKLRS and iReady. The school will also arrange for pre-schools and daycare centers in the immediate vicinity to visit kindergarten classes to help prepare these students for elementary school. Parents will also receive information on the school and expectations for entering kindergarten students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Fishweir's strength is the proficiency in the areas of Math and Science. During the 2015-2016 school year, the proficiency percentage increased in every subject area (Reading, Math and Science). Reading proficiency was the lowest out of the three subject areas and that's where the focus is across all grade levels.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Fishweir wants to continue to increase the proficiency in all three subject areas. The goals focus on how this will be obtained beginning in Kindergarten and continue through fifth grade.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase teachers' effectiveness in using data to drive small-group instruction in reading and math, then student proficiency will increase in all grade levels.
- G2.** If we increase teachers' knowledge of the DuvalReads program, then we will increase reading proficiency in all grade levels and increase learning gains for students who scored in the bottom quartile on the state assessment, FSA.
- G3.** If we increase differentiation in science instruction across all grade levels, then we will improve science proficiency in 5th grade by 10%.

Strategic Goals Detail

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

G1. If we increase teachers' effectiveness in using data to drive small-group instruction in reading and math, then student proficiency will increase in all grade levels. 1a

G086423

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

Targeted Barriers to Achieving the Goal 3

- Comparing data from the new FSA Language Arts assessment to previous years' FSA data and making instructional decisions. Teachers will have to analyze data more frequently and become more proficient.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *School-Based Reading Coach *Collaborative Planning through grade level resource time *FSA Language Arts Item Specs *iReady Reading *Achieve 3000 *Comprehension Toolkit *Barton Reading and Spelling System *Part-time Reading Interventionist

Plan to Monitor Progress Toward G1. 8

Data boards in classrooms, data chat notes, agendas from professional development trainings, teacher reflection forms

Person Responsible

Kimberly Dennis

Schedule

Quarterly, from 10/26/2016 to 5/25/2017

Evidence of Completion

Agendas from professional development trainings, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds

G2. If we increase teachers' knowledge of the DuvalReads program, then we will increase reading proficiency in all grade levels and increase learning gains for students who scored in the bottom quartile on the state assessment, FSA. 1a

G086424

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to adequately provide professional development for teachers to implement the newly adopted curriculum, DuvalReads.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *School-Based Reading Coach *District Curriculum Guides/Teacher Modules *Collaborative Planning through grade level resource time *Faculty In-service during early release *FSA Test Items Specifications *iReady Reading *Achieve 3000 *Comprehension Toolkit *Barton Reading and Spelling System *Making Words *Part-time Reading Interventionist *Engage NY (Equip rubric) *SAI Funds

Plan to Monitor Progress Toward G2. 8

iReady Reading, DAR, Achieve 3000, teacher made assessments, grades, observation notes from Reading Coach and part-time Reading Interventionist

Person Responsible

Kimberly Dennis

Schedule

Quarterly, from 10/24/2016 to 5/22/2017

Evidence of Completion

On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

G3. If we increase differentiation in science instruction across all grade levels, then we will improve science proficiency in 5th grade by 10%. 1a

G086425

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Targeted Barriers to Achieving the Goal 3

- Teacher misconceptions of the standards and time dedicated to teaching Science standards and curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- *District Curriculum Guides *Collaborative Planning through grade level resource time *Achieve 3000 *Engage NY (Equip rubric) *District Science Specialist *Gizmos *Science PLCs

Plan to Monitor Progress Toward G3. 8

Progress towards the goal will be monitored through quarterly data chats with individual teachers. Also, the Leadership Team will monitor students' progress using the results from Achieve 3000 and quarterly science assessments.

Person Responsible

Kimberly Dennis

Schedule

Quarterly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase teachers' effectiveness in using data to drive small-group instruction in reading and math, then student proficiency will increase in all grade levels. **1**

 G086423

G1.B1 Comparing data from the new FSA Language Arts assessment to previous years' FSA data and making instructional decisions. Teachers will have to analyze data more frequently and become more proficient. **2**

 B229657

G1.B1.S1 Use collaborative planning time offered throughout the year in grade level meetings and early release in-service sessions to plan small group instruction based on student performance on iReady Diagnostic and progress monitoring tests, Achieve3000 LevelSets, District baseline assessments, and formal classroom assessments. **4**

 S242306

Strategy Rationale

As teachers increase their understanding of the data analysis process, they will be more comfortable with implementing data-driven small group centers.

Action Step 1 **5**

Teachers will continue to receive professional development to strengthen the effectiveness of analyzing their data, during WOW Wednesday professional development sessions and bi-weekly PLC sessions.

Person Responsible

Kimberly Dennis

Schedule

Biweekly, from 9/28/2016 to 5/24/2017

Evidence of Completion

Agendas from professional development trainings, data boards, differentiated lesson plans, pop-in visits, informal observations, formal observations, instructional rounds

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

Quarterly data chats will be held with teachers to ensure they are monitoring, tracking and analyzing their data. Teachers will then plan next steps for instruction that will align to data used for center rotations.

Person Responsible

Kimberly Dennis

Schedule

Quarterly, from 10/26/2016 to 5/25/2017

Evidence of Completion

Agendas from professional development training, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds using the 4 Pillars form.

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

Administrators will facilitate the data chat meetings with teachers and also attend the professional development training for teachers.

Person Responsible

Kimberly Dennis

Schedule

Quarterly, from 10/26/2016 to 5/25/2017

Evidence of Completion

Agendas from professional development trainings, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds using the 4 Pillars form.

G2. If we increase teachers' knowledge of the DuvalReads program, then we will increase reading proficiency in all grade levels and increase learning gains for students who scored in the bottom quartile on the state assessment, FSA. 1

G086424

G2.B1 Lack of time to adequately provide professional development for teachers to implement the newly adopted curriculum, DuvalReads. 2

B229658

G2.B1.S1 Provide teachers with planning time before school from 7:50-8:30 each morning now that we have school monitors to provide supervision in the mornings. 4

S242307

Strategy Rationale

To give teachers more planning and collaborative time.

Action Step 1 5

Weekly Common Planning times facilitated by Teachers and Reading Coach

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 8/23/2016 to 5/25/2017

Evidence of Completion

On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly Instructional Rounds

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds using the 4 Pillars form

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student performance on quarterly module assessments and mid-year iReady and Achieve 3000 diagnostics.

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

G3. If we increase differentiation in science instruction across all grade levels, then we will improve science proficiency in 5th grade by 10%. 1

G086425

G3.B1 Teacher misconceptions of the standards and time dedicated to teaching Science standards and curriculum. 2

B229659

G3.B1.S1 Teachers will receive differentiated professional development, through grade level collaboration time and early release training on Science standards and curriculum. This professional development will be provided through lesson planning, classroom observations, online resources (which include viewing video lessons), instructional rounds by lead science teacher, administration, and district science specialist. 4

S242308

Strategy Rationale

As teachers become more familiar with the science standards, the more proficient they will become at aligning lessons and scaffolding their instruction to meet the needs of students.

Action Step 1 5

Professional development will be provided on an ongoing basis based on grade level and school-wide science needs.

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring will be done through instructional rounds, informal and formal observations and pop-in visits. We will also monitor for the full implementation of the Four Pillars of Instruction.

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Both administrators will attend, participate and assist with facilitating professional development sessions as needed.

Person Responsible

Kimberly Dennis

Schedule

Monthly, from 9/28/2016 to 5/31/2017

Evidence of Completion

Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M323763	iReady Reading, DAR, Achieve 3000, teacher made assessments, grades, observation notes from Reading...	Dennis, Kimberly	10/24/2016	On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/22/2017 quarterly
G1.B1.S1.A1 A313618	Teachers will continue to receive professional development to strengthen the effectiveness of...	Dennis, Kimberly	9/28/2016	Agendas from professional development trainings, data boards, differentiated lesson plans, pop-in visits, informal observations, formal observations, instructional rounds	5/24/2017 biweekly
G1.MA1 M323760	Data boards in classrooms, data chat notes, agendas from professional development trainings,...	Dennis, Kimberly	10/26/2016	Agendas from professional development trainings, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds	5/25/2017 quarterly
G1.B1.S1.MA1 M323758	Administrators will facilitate the data chat meetings with teachers and also attend the...	Dennis, Kimberly	10/26/2016	Agendas from professional development trainings, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds using the 4 Pillars form.	5/25/2017 quarterly
G1.B1.S1.MA1 M323759	Quarterly data chats will be held with teachers to ensure they are monitoring, tracking and...	Dennis, Kimberly	10/26/2016	Agendas from professional development training, data monitoring forms, data board artifacts, pop-in visits, informal observations, formal observations, instructional rounds using the 4 Pillars form.	5/25/2017 quarterly
G2.B1.S1.MA1 M323762	Monthly Instructional Rounds	Dennis, Kimberly	9/26/2016	On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds using the 4 Pillars form	5/25/2017 monthly
G2.B1.S1.A1 A313619	Weekly Common Planning times facilitated by Teachers and Reading Coach	Dennis, Kimberly	8/23/2016	On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach,	5/25/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				informal observations, formal observations, instructional rounds	
G3.MA1 M323766	Progress towards the goal will be monitored through quarterly data chats with individual teachers....	Dennis, Kimberly	10/26/2016	Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/31/2017 quarterly
G2.B1.S1.MA1 M323761	Student performance on quarterly module assessments and mid-year iReady and Achieve 3000...	Dennis, Kimberly	10/26/2016	On-going Tier 2 and 3 documentation, student work protocol, lesson plans, RTI Team meeting agendas, progress monitoring forms, PMP's, assessment data, informal assessments, data chats, MRT meetings, lesson plans, iReady Progress Monitoring assessments, Achieve 3000 data, data monitoring forms, student data chat forms, results from the FSA, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/31/2017 monthly
G3.B1.S1.MA1 M323764	Both administrators will attend, participate and assist with facilitating professional development...	Dennis, Kimberly	9/28/2016	Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/31/2017 monthly
G3.B1.S1.MA1 M323765	Monitoring will be done through instructional rounds, informal and formal observations and pop-in...	Dennis, Kimberly	9/28/2016	Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/31/2017 monthly
G3.B1.S1.A1 A313620	Professional development will be provided on an ongoing basis based on grade level and school-wide...	Dennis, Kimberly	10/26/2016	Professional development plan and schedule, agendas from trainings and collaborative meetings, feedback forms, sign-in sheets, reflection forms, reflection tickets, sign-in sheets, professional development calendar and schedule, pop-in visits from administration and reading coach, informal observations, formal observations, instructional rounds	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. If we increase teachers' effectiveness in using data to drive small-group instruction in reading and math, then student proficiency will increase in all grade levels.

G1.B1 Comparing data from the new FSA Language Arts assessment to previous years' FSA data and making instructional decisions. Teachers will have to analyze data more frequently and become more proficient.

G1.B1.S1 Use collaborative planning time offered throughout the year in grade level meetings and early release in-service sessions to plan small group instruction based on student performance on iReady Diagnostic and progress monitoring tests, Achieve3000 LevelSets, District baseline assessments, and formal classroom assessments.

PD Opportunity 1

Teachers will continue to receive professional development to strengthen the effectiveness of analyzing their data, during WOW Wednesday professional development sessions and bi-weekly PLC sessions.

Facilitator

Shirley Scott, Kimberly Dennis, selected peer teacher leaders

Participants

All classroom teachers

Schedule

Biweekly, from 9/28/2016 to 5/24/2017

G2. If we increase teachers' knowledge of the DuvalReads program, then we will increase reading proficiency in all grade levels and increase learning gains for students who scored in the bottom quartile on the state assessment, FSA.

G2.B1 Lack of time to adequately provide professional development for teachers to implement the newly adopted curriculum, DuvalReads.

G2.B1.S1 Provide teachers with planning time before school from 7:50-8:30 each morning now that we have school monitors to provide supervision in the mornings.

PD Opportunity 1

Weekly Common Planning times facilitated by Teachers and Reading Coach

Facilitator

Kimberly Dennis, Shirley Scott

Participants

All classroom teachers and K-5 students

Schedule

Monthly, from 8/23/2016 to 5/25/2017

G3. If we increase differentiation in science instruction across all grade levels, then we will improve science proficiency in 5th grade by 10%.

G3.B1 Teacher misconceptions of the standards and time dedicated to teaching Science standards and curriculum.

G3.B1.S1 Teachers will receive differentiated professional development, through grade level collaboration time and early release training on Science standards and curriculum. This professional development will be provided through lesson planning, classroom observations, online resources (which include viewing video lessons), instructional rounds by lead science teacher, administration, and district science specialist.

PD Opportunity 1

Professional development will be provided on an ongoing basis based on grade level and school-wide science needs.

Facilitator

5th Grade Science Lead Teacher, Mark Cruickshank and District Science Specialist

Participants

All classroom teachers

Schedule

Monthly, from 10/26/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will continue to receive professional development to strengthen the effectiveness of analyzing their data, during WOW Wednesday professional development sessions and bi-weekly PLC sessions.	\$0.00
2	G2.B1.S1.A1	Weekly Common Planning times facilitated by Teachers and Reading Coach	\$0.00
3	G3.B1.S1.A1	Professional development will be provided on an ongoing basis based on grade level and school-wide science needs.	\$0.00
Total:			\$0.00