

Duval County Public Schools

Fishweir Elementary School



2021-22 Schoolwide Improvement Plan

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Fishweir Elementary School

3977 HERSCHEL ST, Jacksonville, FL 32205

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

Demographics

Principal: Kimberly Dennis M

Start Date for this Principal: 8/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (64%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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Fishweir Elementary School

3977 HERSCHEL ST, Jacksonville, FL 32205

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Fishweir Elementary School 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 focuses 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.

Provide the school's vision statement.

At Fishweir Elementary School, we strive for excellence, in every classroom, for every student, every day.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dennis, Kimberly	Principal	The Principal's job and responsibilities include monitoring instruction, analyzing student data (cognitive and non-cognitive), providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the principal is responsible for increasing student achievement, ensuring managerial operations are effective and consistent. The Principal will also, work collaboratively with stakeholders and community members with securing business partners.
Smith, Latoya	Assistant Principal	The Assistant Principal's job and responsibilities include monitoring instruction, analyzing student data (cognitive and non-cognitive), providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the principal is responsible for increasing student achievement, ensuring managerial operations are effective and consistent. The Assistant Principal will also, work collaboratively with stakeholders and community members with securing business partners.
Black, Amy	School Counselor	The Guidance Counselor's job and responsibilities include providing counseling support to students, teaching classroom guidance lessons, facilitating MT meetings, provide crisis intervention, provide A.L.E.R.T. training to staff, processing referrals (i.e. gifted, 504, speech).
Brantley, Katherine	Teacher, ESE	The ESE Lead Teacher's job and responsibilities include supporting the other VE Resource teacher, working collaboratively with general education teachers to support students, servicing Inclusion students, developing IEPs, providing accommodations for students based on their IEP, serving as the LEA Liaison.

Demographic Information

Principal start date

Thursday 8/1/2013, Kimberly Dennis M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

481

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	85	69	71	71	76	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	1	1	2	0	1	0	0	0	0	0	0	0	5
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	5	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	11	5	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	
Number of students enrolled	82	85	69	71	71	76	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	1	1	2	0	1	0	0	0	0	0	0	0	5
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	4	5	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	4	11	5	0	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				80%	50%	57%	77%	50%	56%
ELA Learning Gains				65%	56%	58%	61%	51%	55%
ELA Lowest 25th Percentile				50%	50%	53%	50%	46%	48%
Math Achievement				83%	62%	63%	81%	61%	62%
Math Learning Gains				63%	63%	62%	58%	59%	59%
Math Lowest 25th Percentile				42%	52%	51%	45%	48%	47%
Science Achievement				77%	48%	53%	74%	55%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	51%	30%	58%	23%
Cohort Comparison						
04	2021					
	2019	77%	52%	25%	58%	19%
Cohort Comparison		-81%				
05	2021					
	2019	82%	50%	32%	56%	26%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	61%	23%	62%	22%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	64%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-84%				
05	2021					
	2019	90%	57%	33%	60%	30%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	77%	49%	28%	53%	24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The Progress Monitoring tools used by grade levels are the iReady data reports for Kindergarten through 2nd Grade and PMA assessments for 3rd-5th Grades.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	51%	77%
	Economically Disadvantaged	24%	47%	67%
	Students With Disabilities	31%	39%	69%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	23%	62%
	Economically Disadvantaged	14%	14%	43%
	Students With Disabilities	23%	34%	39%
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	49%	70%
	Economically Disadvantaged	14%	46%	50%
	Students With Disabilities	9%	27%	41%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	28%	63%
	Economically Disadvantaged	18%	23%	55%
	Students With Disabilities	0%	18%	42%
	English Language Learners	NA	NA	Na
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	60%	58%
	Economically Disadvantaged	40%	55%	59%
	Students With Disabilities	46%	38%	50%
	English Language Learners	0% (1 student)	0% (1 student)	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	23%	38%
	Economically Disadvantaged	48%	53%	50%
	Students With Disabilities	8%	31%	28%
	English Language Learners	0% 1 student)	0% (1 student)	NA

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	43%	46%
	Economically Disadvantaged	42%	57%	52%
	Students With Disabilities	24%	40%	45%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	23%	44%
	Economically Disadvantaged	37%	38%	48%
	Students With Disabilities	24%	28%	40%
	English Language Learners	NA	NA	NA
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62%	65%	65%
	Economically Disadvantaged	61%	64%	61%
	Students With Disabilities	66%	67%	67%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53%	53%	51%
	Economically Disadvantaged	51%	50%	46%
	Students With Disabilities	50%	54%	54%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	65%	69%	66%
	Economically Disadvantaged	62%	69%	62%
	Students With Disabilities	65%	72%	67%
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31			48							
BLK	59	56		51	38		38				
HSP	94			63							
MUL	50			70							
WHT	76	64		72	44		69				
FRL	63	60		57	44		44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	50	40	27	68	55	42					
BLK	63	40		68	64	30	60				
HSP	94			94							
WHT	83	71	48	85	62	43	80				
FRL	66	50	48	71	47	26	65				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	45	41	33	50	26	13	43				
BLK	65	61	36	76	39						
HSP	75			85							
MUL	83	50		83	60						
WHT	79	62	55	81	60	50	80				
FRL	67	56	41	77	56	50	67				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends emerged across grade levels, subgroups, and core content areas are the decreases in Math proficiency and LPQ gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that demonstrates the greatest need is the "Math Lowest 25th Percentile", which was 49%. The students who were identified as LPQ (lower performing quartile) students did not make adequate progress in Math. These students usually require frequent remediation and qualify for safety nets, such as before/after school tutoring, small group instruction and one-on-one support from our VE Resource teachers as well as our classroom teachers.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement are:

- *Infrequent small group instruction with targeted strategies for remediation.
- *Lower attendance for after-school tutoring.
- *Two intermediate math teachers, one was in Brick and Mortar and the other in Duval Homeroom, that were assigned additional students from two other schools, which reduced their instructional time with their own students.

New actions needed to be taken to address this need for improvement are:

- *Implementing frequent small group instruction with targeted strategies for remediation.
- *Increasing attendance for after-school tutoring.
- *Adding a part-time Math Coach to the instructional team to provide support for teachers and students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement is overall Reading proficiency, particularly 3rd Grade Reading.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were weekly, consistent and prescriptive progress monitoring with remediation for each standard/benchmark. There were no new actions taken in this area. We continued with before and after school tutoring, small group instruction, and data chats with students and teachers.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need implementation are one-on-one support for students who have learning deficiencies, differentiated small group instruction, data chats, before and after school tutoring (using LLI, Number Worlds, Phonics for Reading, Freckle).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development provided for teachers will be centered around the use of LLI, Number Worlds, and Phonics for Reading, Freckle.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A Math Coach will be added to provide instructional support for teachers as well as academic support for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	This area of focus was chosen because on the 5Essentials survey data, 50% of teachers indicated that they never observed in another teacher's classroom. Forty-four percent of teachers indicated that they observed in another teacher's classroom once or twice.
Measurable Outcome:	The measurable outcome the school plans to achieve is to reduce this percentage by half to 25% (never observed in another teacher's classroom).
Monitoring:	This area of focus will be monitored through a schedule that allots time for teachers to observe in another teacher's classroom for instructional purposes and professional growth.
Person responsible for monitoring outcome:	Latoya Smith (bell@duvalschools.org)
Evidence-based Strategy:	The evidence-based strategy implemented for this area of focus is the data from the 5Essentials survey item, "Observe in Another Teacher's Classroom".
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is because the percentage of teachers who indicated they have never observed in another teacher's classroom is 50%. The criteria used for selecting this strategy is the result from the 5Essentials survey data.

Action Steps to Implement

Action Step 1: Survey teachers to determine who would like to observe in another teacher's classroom. Teachers would also have to indicate what content area or any other area they would like to observe and why. The results from the survey will determine which teachers and areas would be observed.

Person Responsible Latoya Smith (bell@duvalschools.org)

Action Step 2: Schedule the observations for teachers and request them to complete a reflection form that will indicate what their takeaways were, as well as next steps for them in their own practice. Administration will then follow up with additional training or professional development as needed.

Person Responsible Latoya Smith (bell@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	This Area of Focus identified as a critical need is "Assessing Student Learning", which is an average of 2.0 on a scale of 5.0. The sub category, "Determines Mastery" is at 16%.
Measurable Outcome:	The measurable outcome the school plans to achieve in this area of Assessing Student Learning is increasing it to 3.0, with the sub category, Determines Mastery increasing to 25%.
Monitoring:	This Area of Focus will be monitored through weekly walkthroughs, with calibration of both Administrators. The data from the walkthroughs will determine the professional development that is needed to ensure students are determining mastery as student learning is assessed.
Person responsible for monitoring outcome:	Kimberly Dennis (dennisk@duvalschools.org)
Evidence-based Strategy:	The evidence-based strategy being implemented for this Area of Focus is calibration by using the Standards Walk Through results, to determine if the professional development changes how teachers are assessing student learning. This will result in students determining mastery.
Rationale for Evidence-based Strategy:	The resource used for selecting this strategy is the Standards Walk Through tool.

Action Steps to Implement

Action Step 1: Administrators will calibrate weekly by comparing results from the "Assessing Student Learning" area (Determines Mastery).

Person Responsible Latoya Smith (belll@duvalschools.org)

Action Step 2: Review assignments and assessments with teachers weekly, to ensure they are aligned to the standard and provide data to show they are on track towards mastery of the standard.

Person Responsible Latoya Smith (belll@duvalschools.org)

Action Step 3: Administrators will monitor the student learning by following up through observations using the walkthrough tool, to determine if students are working towards mastery of the standards. This will be done on a weekly basis.

Person Responsible Latoya Smith (belll@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	This area was identified as a critical need due to the decrease in proficiency in Math from 83% to 65.6%.
Measurable Outcome:	The measurable outcome the school plans to achieve is to increase proficiency to 76%.
Monitoring:	This Area of Focus will be monitored through reviewing, analyzing and tracking math data from Freckle, PMA, Mastery Checks. Quarterly data chats with teachers will be conducted in addition to weekly progress monitoring checks, during PLCs.
Person responsible for monitoring outcome:	Kimberly Dennis (dennisk@duvalschools.org)
Evidence-based Strategy:	The evidence-based strategy being implemented weekly progress monitoring through the use of data tracking forms.
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is data tracking is effective when done frequently with implementing next steps for instruction. The resource used for selecting this strategy is progress monitoring forms that teachers can use to track data, but also student data tracking forms.

Action Steps to Implement

Action Step 1: Meet weekly with intermediate math teachers to review standards based student work, assessments, and progress monitoring forms.

Person Responsible Kimberly Dennis (dennisk@duvalschools.org)

Action Step 2: Work with teachers on planning lessons using the Learning Arc, to ensure instruction is aligned to standards as well as student work.

Person Responsible Kimberly Dennis (dennisk@duvalschools.org)

Action Step 3: Teachers will work with small groups to provide remediation on standards students show deficiencies in, when scoring below 70% on an assessment. After re-teaching, students will be reassessed and received remediation again if needed, to ensure students show mastery with 70% or above.

Person Responsible Kimberly Dennis (dennisk@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Fishweir's areas of concern are infractions that are coded as Class I (minor infractions) in the Code of Conduct. Here is a breakdown of how Fishweir compared to the State of Florida:

***Out of School Suspensions- (Fishweir: 2.7 per 100) and (Florida: 3.9 per 100)**

***In- School Suspensions- (Fishweir: 12 per 100)**

***Violent Incidents- (Fishweir: 0 per 100) and (Florida: 0.88 per 100)**

***Property Incidents- (Fishweir: 0 per 100) and (Florida: 0.02 per 100)**

***Drug/Public Order Incidents- (Fishweir: 0 per 100) and (Florida: 0.13 per 100)**

The school culture and environment will be monitored through the lens of behavior and discipline data through monthly PBIS meetings, monthly faculty meetings, 5Essential Survey data. The PBIS Team will monitor common areas such as restrooms, hallways, cafeteria, and playground and decide what next steps are needed, if any, to improve these areas. Administration will review discipline data at monthly faculty meetings to discuss areas of concern. Results from the 5Essential Surveys will be reviewed by teachers and staff members to determine the areas of need and next steps to adequately address those issues of concern, which will result in improvement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school wide rewards and recognition program promote a positive learning environment in our school. We have several school wide rewards and recognition programs in our school. The Dennis Dollar Store is an awesome rewards program that encourages positive behavior. Our students earn Dennis Dollars throughout the year for great behavior. Any staff member can reward students with Dennis Dollars. The children can spend their Dennis Dollars at the Dollar store twice per year. They have a multitude of items that are available to purchase. We also have our First Friday Assembly the first Friday, every other month. During this assembly, our top students are recognized from each class for exhibiting a particular Habits of Mind character trait that aligns with our Superhero theme traits. If students receive any other awards for the month, they are announced during First Friday. For example, the character trait for the first month of school was controlling impulsivity. A student from every class had his or her name announced in the presence of students from the entire school. These students also receive certificates after their names are announced. We also have the Golden Oscars to positively reinforce cafeteria behavior. If a class demonstrates great

behavior, they will receive a positive check. If they have a positive check every day the week, the class will receive an Oscar. Oscars are announced on the Morning News each week. Oscars are also charted in the cafeteria for students to view. If a class receives an Oscar, their class's name will be entered into a drawing for a prize. The Hallway awards are also earned by individual classes when they are recognized for being quiet in the hallways throughout the building. Our top Achieve 3000 and iReady students are also announced on the news as well. We also have Reading and Math Celebrations during the school year. Our faculty and staff members are rewarded throughout the year as well. Faculty and staff are recognized during our monthly faculty meetings. For example, a teacher or staff member can recognize another staff member on the "spotlight" board. Those names will be placed in a drawing and if selected, they can choose a prize from the treasure chest. We also recognize faculty and staff weekly in the weekly memos. We send school wide emails to the staff to recognize the awesomeness we observe in classrooms.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All teachers and support staff members are stakeholders at Fishweir. Everyone has a role to play in promoting a positive culture and environment. If there is recognition to be given to students or staff members for various reasons indicated in the above section, then staff members are encouraged to promote this, thus creating a positive culture and environment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00