# Fishweir Elementary School

# 2022-23 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: 7/26/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 47% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (62%)<br>2018-19: A (66%)<br>2017-18: A (64%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * 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) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | No | 47% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 43% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | A | | A | A |

## School Board Approval

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## SIP Authority

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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**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| 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**
Tuesday 7/26/2022, Kimberly Dennis M

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

**Total number of teacher positions allocated to the school**
21

**Total number of students enrolled at the school**
466

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
1

**Demographic Data**

**Early Warning Systems**

**Using prior year's 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 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 75 | 77 | 88 | 72 | 74 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 451 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in Math | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 6 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 5 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| 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**
Thursday 7/28/2022

**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 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 | |

**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 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 | |

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 73% | 50% | 56% | | | | 80% | 50% | 57% |
| ELA Learning Gains | 59% | | | | | | 65% | 56% | 58% |
| ELA Lowest 25th Percentile | 50% | | | | | | 50% | 50% | 53% |
| Math Achievement | 69% | 48% | 50% | | | | 83% | 62% | 63% |
| Math Learning Gains | 63% | | | | | | 63% | 63% | 62% |
| Math Lowest 25th Percentile | 63% | | | | | | 42% | 52% | 51% |
| Science Achievement | 57% | 59% | 59% | | | | 77% | 48% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 81% | 51% | 30% | 58% | 23% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 77% | 52% | 25% | 58% | 19% |
| Cohort Comparison | | -81% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 82% | 50% | 32% | 56% | 26% |
| Cohort Comparison | | -77% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 84% | 61% | 23% | 62% | 22% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 76% | 64% | 12% | 64% | 12% |
| Cohort Comparison | | -84% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 90% | 57% | 33% | 60% | 30% |
| Cohort Comparison | | -76% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 77% | 49% | 28% | 53% | 24% |
| Cohort Comparison | | | | | | |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 29 | 45 | 21 | 39 | 32 | 33 | 25 | | | | |
| BLK | 61 | 56 | 62 | 47 | 65 | 62 | 29 | | | | |
| HSP | 83 | | | 88 | | | | | | | |
| MUL | 53 | | | 67 | | | | | | | |
| WHT | 78 | 61 | 41 | 74 | 67 | 69 | 59 | | | | |
| FRL | 56 | 69 | 69 | 60 | 66 | 67 | 56 | | | | |

| 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 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 62 |
| 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 | 434 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |

| English Language Learners | |
|---|---|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| 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% | 0 |

| 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% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 55 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 86 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| 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% | 0 |

| 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% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 64 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 63 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

### 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 minimal increases in Reading/ Math LPQ gains and decreases in Science proficiency.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The data component that demonstrates the greatest need is the Science proficiency 57% and ELA Learning Gains 59%. 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:
*consistent small group instruction with targeted instruction, data based, and prescriptive strategies for remediation
*increased progress monitoring of Reading and Math learning gains
New actions needed to be taken to address this need for improvement are:
*implementation of the new Reading and Math standards and curriculum with teacher training.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The data component that showed the most improvement is the overall learning math gains which increased 18%.

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

Contributing factors to this need for improvement are:
*small group math instruction in remediation
*PLC math support
*admin worked with groups in Math remediation
*before and after school tutoring
The new action taken was the increased instructional support for students
and support from the district math specialist

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

Strategies that will need implementation are:
*small group instruction
*one on one support as needed
*increased and differentiated Professional Development for teachers through PLC and WOW Wednesday Trainings

**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 PLC, School and District Based Training, WOW Wednesday, and Faculty meetings.

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

The additional support will come from District Specialists in Reading and Math on an as needed basis.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The area of focus was chosen based on the FSA data which indicated that students decreased learning gains by 59%. |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The learning gains for ELA last year (2021) was 59% and the current measurable outcome the school plans to achieve by the 2022-2023 school year is 70% learning gains. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | The ELA area of focus will be monitored via progress monitoring data, professional development trainings, in house staff trainings (WOW Wednesdays),and Professional learning communities, teachers observing other teachers within the classroom, and monitoring district assessments (scores). |
| **Person responsible for monitoring outcome:** | Kimberly Dennis (dennisk@duvalschools.org) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | 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:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | The resources used for selecting this strategy is Standards Walk Through tool. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 teacher weekly, to ensure they are aligned to the standards 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 walk through tool, to determine if students are working towards mastery of standards. This will be done on a weekly basis.

| **Person Responsible** | Latoya Smith (belll@duvalschools.org) |
|---|---|

| #2. Instructional Practice specifically relating to Science | |
| --- | --- |
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | This area of focus (Science) was identified as a critical need based on 57% proficiency and a decrease in this area during the 21-22 school year. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The school plans to achieve 70% proficiency in Science during the 22-23 school year. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | The Science proficiency area will be monitored via weekly walkthroughs, with collaboration of both administrators. The data from the walkthroughs will determine if professional development is needed to ensure students are determining mastery as student learning is assessed. |
| **Person responsible for monitoring outcome:** | Latoya Smith (belll@duvalschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | The evidence-based strategy being implemented for this area of focus is collaboration by using the standard walkthrough 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:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | The resource used for selecting this strategy is the standards walkthrough tool. |

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Administrators will collaborate 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 walk through 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. -- Select below -- specifically relating to |
|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. |

**Measurable Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**
Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**
Describe the evidence-based strategy being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

| **Action Steps to Implement** |
|---|
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

*No action steps were entered for this area of focus*

| #4. Instructional Practice specifically relating to Professional Learning Communities | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | This area was identified as a critical need based on the 5Essentials survey data. Based on the data, we will continue teachers observing other teachers for professional learning purposes. 82% of teachers have observed another teacher in their classroom once or twice to offer feedback. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | To increase the percentage of teachers observing other teachers in the classroom and receiving feedback on best teaching practices by 100%. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | The 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. Teachers will also share what they are learning with teachers and administration. |
| **Person responsible for monitoring outcome:** | Latoya Smith (belll@duvalschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 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:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | The rationale for selecting such a strategy is based on successful outcomes from last year's "Observe in Another Teacher's Classroom." Our goal is for 100% of teachers to observe in other teacher's classrooms multiple times through out the 22-23 school year. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

| **Person Responsible** | Latoya Smith (belll@duvalschools.org) |
|---|---|

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

| **Person Responsible** | Latoya Smith (belll@duvalschools.org) |
|---|---|

| #5. -- Select below -- specifically relating to |
| --- |
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** |

| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | |
| --- | --- |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | |

| Action Steps to Implement |
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| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

*No action steps were entered for this area of focus*

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 "Let's Root for Each Other and Watch Each Other Grow" 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 i-Ready 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 school culture and environment.**

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.