Fishweir Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Fishweir Elementary School

3977 HERSCHEL ST, Jacksonville, FL 32205

http://www.duvalschools.org/fishweir

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Fishweir Elementary School is a collaborative benchmarks-based learning community where the individual needs of the student are identified and developed through instructional collaboration, both academically and creatively.
Our student-centered approach uses research-based curriculum resources to encourage students to grow intellectually and artistically in a safe environment. 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 make a positive impact in 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
Butler, Jasmine	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.
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.
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).

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Fishweir's school leadership team reviews school data with teachers, staff and stakeholders. Action steps and next steps are discussed regarding the areas of need and how those areas of need are met.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly with the SAC committee and quarterly with teachers, as we discuss current data for the content areas. The SIP will be revised as needed after baseline, mid-year and end of the year data. The plan will include district assessment and state assessment data. Students who are in the lower performing quartile, will receive weekly remediation using progress monitoring assessments.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	43%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	1	17	21	17	25	7	0	0	0	88
One or more suspensions	0	0	0	2	0	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	2	1	1	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	6	8	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	1	12	11	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	37	21	27	0	0	0	0	0	87

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	11	10	10	8	0	0	0	48

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	1	1	0	0	0	0	0	0	4
Course failure in ELA	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	7	12	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	5	5	10	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	0	0	0	0	0	15

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	1	1	0	0	0	0	0	0	4
Course failure in ELA	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	7	12	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	5	5	10	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	0	0	0	0	0	15

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	11	10	10	8	0	0	0	48

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	72	48	53	73	50	56	72		
ELA Learning Gains				59			65		
ELA Lowest 25th Percentile				50			47		
Math Achievement*	70	58	59	69	48	50	67		
Math Learning Gains				63			45		
Math Lowest 25th Percentile				63			56		
Science Achievement*	59	52	54	57	59	59	63		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	59			
HSP	70			
MUL	83			
PAC				
WHT	77			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	1	
ELL				
AMI				
ASN				
BLK	55			
HSP	86			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	60			
PAC				
WHT	64			
FRL	63			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	72			70			59					
SWD	38			49			17				4	
ELL												
AMI												
ASN												
BLK	55			53			48				4	
HSP	65			75							2	
MUL	86			79							2	
PAC												
WHT	77			74			66				4	
FRL	65			59			48				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	73	59	50	69	63	63	57					
SWD	29	45	21	39	32	33	25					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	61	56	62	47	65	62	29					
HSP	83			88								
MUL	53			67								
PAC												
WHT	78	61	41	74	67	69	59					
FRL	56	69	69	60	66	67	56					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	72	65	47	67	45	56	63					
SWD	31			48								
ELL												
AMI												
ASN												
BLK	59	56		51	38		38					
HSP	94			63								
MUL	50			70								
PAC												
WHT	76	64		72	44		69					
FRL	63	60		57	44		44					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	47%	11%	54%	4%
04	2023 - Spring	80%	50%	30%	58%	22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	83%	46%	37%	50%	33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	72%	59%	13%	59%	13%
04	2023 - Spring	73%	58%	15%	61%	12%
05	2023 - Spring	67%	52%	15%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	48%	12%	51%	9%

III. Planning for Improvement

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

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

The data component that showed the lowest performance is Science proficiency, which is 59%. Science proficiency during the 2021-2022 school year was 57%. One contributing factor was the lack of remediation implementation of the benchmarks, for students who scored below 70% proficiency on PMA1, PMA2, and PMA3.

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

There were no areas that declined from the 2021-2022 school year compared to the 2022-2023 school year.

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

The data that the greatest gap when compared to the state average was Science (32 percentage points). One contributing factor was the lack of remediation and implementation of the benchmarks, for students who scored below 70% proficiency on PMA1, PMA2, and PMA3. Another factor is that students did not receive after school tutoring for science remediation.

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

The data component showed the most improvement was ELA proficiency, which is 75% (73% for 2022-2023). The new actions in this area that the school took, were:
*After school tutoring for students who were below proficiency on PMA1, PMA2, PMA3, PM1, and PM2.
*Small group differentiated remediation for students who scored below 70% on progress monitoring assessments, Freckle assessments, curriculum assessments.
*PLC ELA support.

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

*One area of concern is the percentage of students with a cumulative attendance percentage below 90%.
* The second area of concern is the collective number of students scoring level 1 on the statewide assessment in 4th and 5th.

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

#1 Priority: Science Proficiency
#2 Priority: Math Proficiency
#3 Priority: ELA Proficiency
#4 Priority: Math LPQ
#5 Priority: ELA LPQ

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

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a critical need based on 59% proficiency.

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

The school plans to achieve 60% proficiency in Science during the 2023-2024 school year.

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

The science proficiency area will be monitored weekly through weekly walk through visits, collaboration with our Region Science Specialist and assigned District Science Specialist. This data, feedback, and support will determine what professional development is needed to ensure students are mastering the benchmarks.

Person responsible for monitoring outcome:

Kimberly Dennis (dennisk@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this area of focus is collaboration by using the benchmark walkthrough results, to determine if the professional development changes how teachers are assessing student, particularly the 5th grade science teacher. This will result in students determining mastery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The resource used for selecting this strategy is the benchmark walk through tool.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Kimberly Dennis (dennisk@duvalschools.org)

By When: Ongoing

Action Step 2:
*Review assignments and assessments with science teacher weekly, to ensure they are aligned to the

benchmarks and provide data to show they are on track towards mastery of the benchmark.

Person Responsible: Kimberly Dennis (dennisk@duvalschools.org)

By When: Ongoing

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 benchmark. This will be done on a weekly basis.

Person Responsible: Kimberly Dennis (dennisk@duvalschools.org)

By When: Ongoing

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus was chosen based on the F.A.S.T. data, which was 71% proficiency.

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

The measurable outcome for Math is 72% proficiency.

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

The area of focus will be monitored through progress monitoring data from DMA1, DMA2, DMA3, PM1, and PM2.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

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

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 positive character trait that aligns with our "We Can Change the World With Our Two Names" 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 Popcorn 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 a "Goldie". Goldie winners are announced on the Morning News each week. Goldies are also charted in the cafeteria for students to view. If a class receives a Goldie, 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 Freckle, Waterford, 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.

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

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.

Person responsible for monitoring outcome:

Jasmine Butler (butlerj@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS (Positive Behavioral Interventions and Supports) is a tiered system to help students gain mastery in a strong a school community environment everyday. The research based program supports preventing schoolwide unwanted behaviors, helps establish a support system for students at risk and helps to create systems for meeting individualized improvement behaviorally and academically.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for implementing PBIS (Positive Behavioral Interventions and Supports) is to promote a class to schoolwide basis ensuring that students create and are able to develop in a positive, yet collaborative learning environment. Students are able to build resiliency and accountability.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

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

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No