

Duval County Public Schools

Arlington Middle School



2015-16 School Improvement Plan

Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Arlington Middle School is committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement

Every student will graduate from Duval County Public Schools with the knowledge and skills to be successful in post-secondary education and/or the workforce.

School Environment

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

Academic Relationship

- All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Social Relationship

- Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows teachers to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills through the following avenues:

Evidence of Students' Cultures and building teacher-student relationships

- SAC
- PTSA
- Athletic Activities
- Math Club
- STEM
- Fundraisers
- Student/Teacher/Parent
- Community Involvement

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

Positive Behavior Interventions and Support (P.B.I.S.) Systems are put in place to provide a safe and orderly school community. The Dean of Students and Administration schedule quarterly assemblies to review and discuss school-wide behavioral, academic, and attendance expectations. In addition, positive reinforcements are used to encourage and motivate students to strive for success.

Before School:

- Walkers and car riders enter the building and are escorted to the cafeteria where they are

supervised by the Dean Of Students and In School Suspension Teacher. Bus riders remain on their bus until 9:15AM to enter the building for Breakfast In the Classroom. This is a ritual/routine that was created by the foundations committee to ensure student safety.

During School:

- Faculty and staff participate in professional development on structured movement. Teachers implement common lesson plans to teach students the expectation for hallway movement. This is an ongoing practice for students and teachers to remind them of school expectations.
- Security and School Resource Officer is available to address safety concerns

After School:

- Wave dismissal: Students are dismissed by grade level and based on their mode of transportation as well as after school activities.
- Students that are not picked up by 5:00 PM will be escorted by the Administrator on duty to the after school Team Up Program.

Team Up Program: Team up is offered 5 days a week. Students enrolled in the program are provided homework assistance, academic support, experience in the arts and other extracurricular activities.

Additionally, students are given a snack and dinner, and transportation home.

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

P.B.I.S. - Positive Behavior Interventions and Support ~ Foundations ~ CHAMPS

- Teachers are provided CHAMPS Trainings and CHAMPS lesson as proactive and positive approach to classroom management
- Teams collaborate in professional learning communities to development hallway movement plans and Transition Plans to ensure student safety, and minimize unwanted behaviors.
- Teachers teach and display CHAMPS expectations for students
- Positive Referrals: positive reward system for students exhibiting the DCPS Pillars of Success Strategies

? Set up your room to be “student-friendly”. Arrange desks for easy teacher access to all students.

Whenever possible grouping in recommended.

? Instead of sitting at a desk during instruction, teachers should walk and wander around the room and monitor student interaction while working

? During instruction challenging students should be placed in close proximity of the Teacher of the room (two to three feet of the teacher.) Proximity and eye contact work wonders for increasing positive student behavior.

? Keep students on task with instructional activities CONSISTANTLY during academic classes (Most effective teachers know that unstructured time—or down time—causes problems).

? Reward students who are following rules and classroom procedures in a positive way with praise, note or phone call home, privileges, field trips, student socials, or tangible incentives.

? Post a schedule in an obvious place and follow it. Students need to know the daily routine of your classroom.

? Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them. (Even when you have gone over expectations)

? Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning. Positive phone call homes

? Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate, Collaborate, Collaborate

? Be Firm and Consistent at all times!

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

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. Support programs and personnel available to students include:

- C.I.S. Communities In Schools
- A.F.L. Achievers For Life Program
- Full Service Program
- Guidance Counselors
- ESOL Paraprofessionals
- ESE Support Facilitators
- PRIDE
- BTS
- United Way
- SRO
- National Junior Honor Society
- Student Council
- NVPUSA Health Care(Youth Development Organization)

Early Warning Systems

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

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

Academic

- FOCUS Portal
- Saturday School
- Tutoring
- Scheduling
- Course Recovery

Discipline

- Restorative Justice
- Behavior Contracts
- Guidance
- Mentoring
- Communities In Schools Program (C.I.S.)
- Achievers For Life (A.F.L.)
- Ongoing Parent Communication
- Positive Referral System
- PBIS Positive Behavioral Incentive Systems

Attendance

- Truancy (Ongoing Communication with Parents)

Retention (Course)

- Course Recovery
- Flexible Scheduling
- Saturday School

A.L.E.R.T. training provided to the faculty and staff by Highly Qualified Guidance Counselors

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	16	11	37
One or more suspensions	67	33	73	173
Course failure in ELA or Math	21	21	6	48
Level 1 on statewide assessment	90	93	75	258

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	27	41	24	92

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

Team meetings: The ELA, Math, Science, and Social Studies teachers meet bimonthly to discuss students' academic, attendance and behavioral concerns.

Blended Learning and student software is used to enhance student learning and provide differentiated instruction to support students' specific academic needs, scoring a Level 1 on the statewide assessment.

Parent/Teacher conferences: Parent-teacher conferences are teacher or parent initiated. The meetings provide the parents and teachers an opportunity to discuss, academic performance, behavioral interventions, and attendance trends, A parent agreement is signed as a confirmation of the school-parent commitment to student success.

AIT/AAT Meetings: The Attendance Intervention Team and Academic Alert Team is designed to identify students who have missed 10 or more days from school and students performing below academic expectations. The purpose of this team is to provide support for students who are in need of support to improve academics and attendance.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/178987>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Family engagement is a key school improvement strategy for supporting student success. The first step is to conduct a needs assessment to show how Arlington Middle School will benefit from our partners, and how we can support our community partners.

The principal will work collaboratively with the Parent Involvement Committee to improve parent involvement and community relations. Parent Involvement Committee meetings will take place monthly.

The next step in the process has been completed so that we can communicate with our parents and community partners by utilizing our road-side marquee and our telephone system to also communicate special events taking place at the school.

Throughout the school year, we continue to strengthen the partnership by providing a welcoming environment. We also encourage the use of community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children's education.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Sanders, Yolanda	Principal
Barnes, Sonya	Assistant Principal
Taylor, Rebecca	Other
Johnson, Victoria	Instructional Coach
Barnes, Vicki	Instructional Coach
Wright-Kitchen, Patris	Guidance Counselor
Rohrbaugh, Ginger	Guidance Counselor
Blackwell, Claudia	Teacher, K-12
Parnes, Laura	Teacher, K-12
Mitchell, Melissa	Teacher, ESE
Wyly, Susan	Instructional Media
Jannette, Janice	Administrative Support
Crisp, Monica	Assistant Principal
Lamp, Bonnie	Assistant Principal

Duties

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

Assistant Principal - Will assist all grade levels 6-8 and teams, will also gather information and documentation from the teachers.

Dean - Will assist all grade levels 6-8 to assist team members to determine if discipline may cause an effect in students instructional learning process. Help team members develop strategies/interventions to help improve discipline in the classroom setting.

Math Coach - Will assist the team in developing appropriate math goals and strategies to foster the learning process in math related subjects.

Reading Coach - Will Assist the team in developing reading/language arts/writing goals and

strategies to foster the learning process related to reading/language arts/writing subjects.

School Counselor - Will assist the team with creating the meeting agendas, scheduling meetings and maintaining appropriate support documentation.

General Education Teachers/ESE Teachers - Will implement strategic plans put in place for current and potential Rtl students. The teachers will be also be responsible for reporting results that were found through the process.

Parent/Guardian - Will assist the team in providing valuable insight regarding the students past behaviors, instructions, interventions used in previous years that were proven successful.

Other support team members - May include but not limited to school psychologist, school social worker, speech and language pathologist (SLP), and ESE support staff will attend on an as needed basis.

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

School Wide Referral Process - The teachers, staff members (Administrator/Dean), and/or parents may refer the students for Rtl. Leadership Team/Rtl designee will monitor the process and how it functions.

Meeting Process - School Counselor will meet with the students grade level teams with the Assistant Principal to determine any problem areas and develop an appropriate plan of action. The plan will be reviewed on a bi-weekly basis with detailed documentation to support the effectiveness of the plan. In the case that the plan is considered effective, the interventions that have been put in place will continue and the Rtl process will potentially phase out. In the case where the plan is found ineffective, the plan will be reviewed and revised by the Leadership Team and the process continues until the program becomes successful or requires further actions through the ESE process.

Career Technical Education (CTE) - Funds will be use to purchase computers, laptops, and career-based projects to expose students to various careers through the use of modern technology.

Preventative Crisis Management (PCM) - all staff in the EBD/BESsT program will be certified Basic Practitioner, Practitioner, Practitioner 1, or Practitioner 2.

Restorative Justice - 25 Minute Intervention

Title I

- Students receive free lunch and breakfast, 17% receive free dinner funded by United Way and Jacksonville Children's Commission. In addition, Title 1 funds are used to purchase the Math Instructional Coach, 1 math teacher, 1 English/ language Arts, and 2 Science teachers.

School Academic Instruction Funds, S.A.I. - Funds will be used to pay for tutoring services for students outside contract hours

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Victoria Johnson	Teacher
Yolanda Sanders	Principal
Suzan Cruz	Teacher
Rebecca Taylor	Teacher
Ginger Rohrbaugh	Teacher
Brian Tate	Business/Community
Glen Mitchell	Business/Community
Jan Janette	Education Support Employee
Mike Ellison	Parent
Leah Kowkabany	Teacher
Vicki Lunsford	Business/Community
Casey Shumaker	Teacher
James Evans	Teacher
Scott Neumann	Teacher
Cheryna Lewis	Teacher
Annie Furlow	Education Support Employee
Leroy Thomas	Business/Community
Carolyn Redmond	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

A presentation was made by the principal to the SAC regarding the School Improvement Plan. Members were given an overview of the purpose for the SIP and led through a draft of the 2015-2016 plan. Members made suggestions and corrections to the draft before it was finalized for submission.

Development of this school improvement plan

During the course of the year, SAC makes recommendations and they are added when the plan is written. Members will reviewed the draft of this plan on Thursday, September 24, 2015 and made suggestions and corrections before the final plan is submitted.

Preparation of the school's annual budget and plan

Current funds for 2015-2016
\$11,620,62

During the course of the year, teachers can request SAC funds. All requests are reviewed and discussed by SAC members. Voting members decide which requests will be funded.

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

Funds allocated last year:
\$700.00 for Parent Involvement TV in front office.

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

No

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

Members for the 2015-2016 SAC have been nominated by their peer groups. Finalization for voting members will take place during the September 24, 2015 regularly scheduled SAC meeting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sanders, Yolanda	Principal
Johnson, Victoria	Instructional Coach
Crisp, Monica	Assistant Principal
Blackwell, Claudia	Teacher, K-12
Parnes, Laura	Teacher, K-12
Barnes, Vicki	Instructional Coach
Barnes, Sonya	Dean
Mitchell, Melissa	Teacher, ESE
Wyly, Susan	Teacher, K-12
Lamp, Bonnie	Assistant Principal
Taylor, Rebecca	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be literature circles for ELA and Reading classes and the Frayer Model for Vocabulary instruction in all classes across all content areas. Additionally, we will maintain the "25 book standard" in which all students are expected to read 25 books in the course of the school year which equates to 1 million words. The progress of all students is tracked on a book log sheet that is kept in his or her portfolio.

The week of October 12th, 2015 was Literacy week. A host of activities were planned to get students excited about reading.

Public and Collaborative Teaching

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

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

- Professional learning communities in which teachers collaborate by content area.
- Common planning in which teachers work together to plan cross curricular activities and lessons.
- Teacher nominated "Teacher of the Month"- teachers recognize peers for outstanding educational qualities.
- Shared Decision Making- teachers work collaboratively to make school wide decisions.
- Foundations- teachers work collaboratively to create and maintain a safe and orderly environment.

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

The administrative team researched interview tools and devised a standard tool for all content areas. A minimum of two certificated staff members participate in the interview process. The process is three-pronged: (1) questions are asked and responses are recorded; (2) candidates are asked to wait in another room while the team reviews the responses; and (3) if necessary, candidates are asked clarifying questions.

The interview team can include: teachers, academic coaches, team leaders, testing coordinator, Dean of students, but always includes an administrator.

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

The mission of the Mentoring and Induction of New Teachers Team is to provide a comprehensive induction program that will enhance retention, teacher quality, and ultimately student achievement. Planned mentoring activities include mentor observations of new teacher with pre-conference prior to observation then feedback and debrief afterward. Focus observations are also planned in which the new teacher observes a veteran teacher deliver a lesson and is able to debrief with the veteran teacher and the mentor afterward. The main rationale used for pairing mentors with new teachers is similar content area of both the mentor and the new teacher. Other factors include familiarity with technology, teaching in the same program (BESsT mentors/new teachers), strong classroom management skills of the mentor to pass on to the new teacher.

Matching mentors and mentees will be done with the guidance of the Literacy Design Team. The assignments will be matched based on content and specific MINT needs.

MINT participants will attend monthly meetings. Each agenda will include activities based on MINT teacher needs. MINT participants will meet with their mentors on an as needed basis.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Arlington Middle School uses the core instructional materials as required by the district. AMS also uses the Curriculum Guides written by DCPS which are aligned to the new Florida Standards.

Instructional Strategies

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

Teachers use data from Performance Matters and teacher created formative and summative assessments to differentiate instruction.

The DCPS Curriculum Guide include a schedule for stations. During the "teacher led station" students will receive DI based on their needs.

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

Strategy: Extended School Day

Minutes added to school year: 16,200

- Implement 90-minute block Reading and Mathematics enrichment classes for all students performing below proficiency. All students needing to recover grades for core subject areas will be scheduled into the appropriate core courses during the regular school day.

Strategy Rationale

To provide academic enrichment and support.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wright-Kitchen, Patris, wright-kip@duvalschools.org

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

Common Planning members will analyze and collect data from formative assessments and use the results to drive instruction daily as evidenced by Lesson Plans and Common Planning minutes. In addition, data from the assessment results will be used to determine the effectiveness of the strategy and next steps for Professional Development opportunities.

Student Transition and Readiness

PreK-12 Transition

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

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

*Florida Choices

College and Career planning through the U.S. History curriculum

IEP transition plans for students with disabilities

Collaborative partnership with the High School Guidance Departments

College and Career Readiness

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

Partnering with the SAC businesses and community leaders to provide guest speakers through the US History classes.

Having the teachers school wide participate in college/sorority jersey day every other Friday.

Have the guidance department host an annual Career Night for both students and parents to encourage parents to participate in their students future career success.

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

Career Technology Education program

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

Arlington Middle School has included in the master schedule, technology courses designed to meet the needs of students in all grade levels. Sixth grade students are enrolled in ITC courses, while 7th and 8th grade students are enrolled in more advanced courses to include: Computer Applications 1 & 2 for 7th graders and Computer Applications 3 & 4 for 8th graders.

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

1. Increase the number of students scoring at proficiency annually by 5% in reading
2. Increase the number of students scoring at proficiency annually by 5% in math
3. Increase the number of students scoring at proficiency annually by 5% in science

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we develop a collaborative partnership with our stakeholders to improve community relations and parent involvement, then we will see an increase in student achievement.

- G2.** If we implement rigorous, relevant lessons which promote engagement and student ownership, then we will see an increase in student achievement.

Strategic Goals Detail

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

G1. If we develop a collaborative partnership with our stakeholders to improve community relations and parent involvement, then we will see an increase in student achievement. 1a

G071677

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0
School Climate Survey - Parent	90.0

Resources Available to Support the Goal 2

- Continue to send home blue cards and emergency contact sheets quarterly.
- Create an event to bring parents into school.
- Possibly mail surveys home.

Targeted Barriers to Achieving the Goal 3

- Parental lack of interest.

Plan to Monitor Progress Toward G1. 8

Sign-in sheets indicating number of participants and returned/completed surveys.

Person Responsible

Patris Wright-Kitchen

Schedule

Semiannually, from 9/1/2015 to 6/1/2016

Evidence of Completion

Number of completed and returned surveys.

G2. If we implement rigorous, relevant lessons which promote engagement and student ownership, then will see an increase in student achievement. 1a

G071678

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	25.0
Math Gains	25.0
FCAT 2.0 Science Proficiency	25.0
Civics EOC Pass	25.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Instructional Specialists
- District and School Based Professional Development.
- Curriculum Guides
- Instructional Materials

Targeted Barriers to Achieving the Goal 3

- Teacher failure to implement instructional framework with fidelity; Multiple frameworks need to be mastered by one teacher.
- Teachers not writing rigorous and/or engaging lessons.

Plan to Monitor Progress Toward G2. 8

Achieve data, i-ready data, teacher assessment data, attendance data, discipline data

Person Responsible

Victoria Johnson

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Achieve data, i-ready data, teacher assessment data, attendance data, discipline data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we develop a collaborative partnership with our stakeholders to improve community relations and parent involvement, then we will see an increase in student achievement. **1**

 G071677

G1.B2 Parental lack of interest. **2**

 B186866

G1.B2.S1 Create a social event that promotes interest in the school. **4**

 S198283

Strategy Rationale

If we can get parents into the school, we can use that time to have parents complete surveys.

Action Step 1 **5**

School will schedule Parent Involvement event to bring adult role models to AMS.

Person Responsible

Yolanda Sanders

Schedule

On 9/22/2015

Evidence of Completion

Evidence will be collected based on sign- in sheets indicating number of adult male participants.

Action Step 2 5

Administrators and Guidance Counselors will partner to host "Eighth Grade Parent Night" The purpose is to provide parents information on promotional requirements to facilitate the students' transition to high school.

Person Responsible

Patris Wright-Kitchen

Schedule

On 12/18/2015

Evidence of Completion

Parent surveys will be administered to participants to follow up on the effectiveness of the event.

Action Step 3 5

Host a Parent Engagement Workshop

Person Responsible

Yolanda Sanders

Schedule

On 5/31/2016

Evidence of Completion

Sign-in sheets will be collected.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Literacy Design Team and Parent Involvement Committee will monitor sign-in and survey collection.

Person Responsible

Yolanda Sanders

Schedule

On 9/22/2015

Evidence of Completion

Photos, sign-in sheets, returned surveys.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Literacy Design Team and the Parent Involvement Committee will collect surveys and analyze data to plan future Community Based Activities.

Person Responsible

Ginger Rohrbaugh

Schedule

Semiannually, from 9/1/2015 to 6/1/2016

Evidence of Completion

Sign-in logs indicating number of participants, meeting agendas, returned and completed surveys.

G2. If we implement rigorous, relevant lessons which promote engagement and student ownership, then will see an increase in student achievement. 1

 G071678

G2.B2 Teachers not writing rigorous and/or engaging lessons. 2

 B186869

G2.B2.S1 Effective Implementation of Common Planning Framework 4

 S198286

Strategy Rationale

Instructional Coaches can model effective use of Instructional Framework while teaching rigorous and engaging lessons.

Action Step 1 5

Instructional Coaches will model instructional framework.

Person Responsible

Victoria Johnson

Schedule

Quarterly, from 9/1/2015 to 4/30/2016

Evidence of Completion

Meeting agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Coaches will provide professional development for teachers focusing on how to write and implement engaging and rigorous lesson plans.

Person Responsible

Vicki Barnes

Schedule

Monthly, from 9/1/2015 to 4/30/2016

Evidence of Completion

model lesson plans, classroom walk-through data, student performance data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review and disaggregate data during common planning to ensure the implementation of data driven instruction.

Person Responsible

Monica Crisp

Schedule

Every 2 Months, from 9/1/2015 to 4/30/2016

Evidence of Completion

Achieve data, i-ready data, teacher assessment data, attendance data, discipline data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	School will schedule Parent Involvement event to bring adult role models to AMS.	Sanders, Yolanda	9/22/2015	Evidence will be collected based on sign- in sheets indicating number of adult male participants.	9/22/2015 one-time
G2.B2.S1.A1	Instructional Coaches will model instructional framework.	Johnson, Victoria	9/1/2015	Meeting agendas, sign-in sheets	4/30/2016 quarterly
G1.B2.S1.A2	Administrators and Guidance Counselors will partner to host "Eighth Grade Parent Night" The purpose is to provide parents information on promotional requirements to facilitate the students' transition to high school.	Wright-Kitchen, Patris	11/1/2015	Parent surveys will be administered to participants to follow up on the effectiveness of the event.	12/18/2015 one-time
G1.B2.S1.A3	Host a Parent Engagement Workshop	Sanders, Yolanda	1/1/2016	Sign-in sheets will be collected.	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Sign-in sheets indicating number of participants and returned/completed surveys.	Wright-Kitchen, Patris	9/1/2015	Number of completed and returned surveys.	6/1/2016 semiannually
G1.B2.S1.MA1	The Literacy Design Team and the Parent Involvement Committee will collect surveys and analyze data to plan future Community Based Activities.	Rohrbaugh, Ginger	9/1/2015	Sign-in logs indicating number of participants, meeting agendas, returned and completed surveys.	6/1/2016 semiannually
G1.B2.S1.MA1	The Literacy Design Team and Parent Involvement Committee will monitor sign-in and survey collection.	Sanders, Yolanda	9/22/2015	Photos, sign-in sheets, returned surveys.	9/22/2015 one-time
G2.MA1	Achieve data, i-ready data, teacher assessment data, attendance data, discipline data	Johnson, Victoria	9/1/2015	Achieve data, i-ready data, teacher assessment data, attendance data, discipline data	4/30/2016 monthly
G2.B2.S1.MA1	Review and disaggregate data during common planning to ensure the implementation of data driven instruction.	Crisp, Monica	9/1/2015	Achieve data, i-ready data, teacher assessment data, attendance data, discipline data	4/30/2016 every-2-months
G2.B2.S1.MA1	Coaches will provide professional development for teachers focusing on how to write and implement engaging and rigorous lesson plans.	Barnes, Vicki	9/1/2015	model lesson plans, classroom walk-through data, student performance data.	4/30/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B2.S1.A1	School will schedule Parent Involvement event to bring adult role models to AMS.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	9299		2131 - Arlington Middle School	Other		\$50.00
<i>Notes: Funds will come from Principal's discretionary account.</i>						
2	G1.B2.S1.A2	Administrators and Guidance Counselors will partner to host "Eighth Grade Parent Night" The purpose is to provide parents information on promotional requirements to facilitate the students' transition to high school.				\$0.00
3	G1.B2.S1.A3	Host a Parent Engagement Workshop				\$0.00
4	G2.B2.S1.A1	Instructional Coaches will model instructional framework.				\$0.00
					Total:	\$50.00