

Duval County Public Schools

Arlington Elementary School



2016-17 Schoolwide Improvement Plan

Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	C	C

**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 is pending approval by the Duval County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Arlington Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Arlington Elementary School is to build bright futures with academic excellence for every student, in every class, every day.

b. Provide the school's vision statement.

The vision of Arlington Elementary School is to provide authentic and standards-based learning experiences where every student will work toward reaching their academic and social potential in every classroom everyday.

2. School Environment

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

Arlington Elementary uses Climate Surveys, Gallup, Morning Meetings, "Dolphin Tales" and Parental Involvement to assess the culture of the school and the stakeholders. Arlington Elementary uses the Gallup Student Poll which measures student hope for the future, engagement with school, and well-being - factors that have been shown to drive students' grades, achievement scores, retention, and future employment. The Gallup Student Poll student survey takes approximately 10 minutes to complete. In addition to several demographic questions such as age, grade, and gender, students are asked 20 questions about what they do, how they think, and how they feel about their home, school, and community life. The faculty reviews the results and sets goals based on the data provided. In addition to using the Gallup results, the faculty members meet daily with students during the morning meeting to address the social, emotional, and, academic needs of students to be proactive. The administration team meets quarterly with students to address concerns identified during morning meeting.

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

Arlington Elementary creates an environment where students feel safe and respected by providing before and after care supervision for students through Extended Day, Cathedral Arts, School Clubs and tutoring sessions. In addition, Arlington Elementary provides a safe environment by following all components of our school safety plan: doors are locked at all times, school gates are kept closed and secure, all visitors are buzzed in electronically and must sign in the front office, and must provide picture identification. District approved volunteers, mentors and vendors are permitted to classrooms. A School Police Officer checks in each day and speaks with administration regarding potential hazards and to discuss other security concerns. The Foundations Team meets monthly to discuss school environment issues along with discipline data to identify school, grade level, and teacher trends, and develop plans to reduce security and discipline issues.

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

Arlington Elementary implements CHAMPS school-wide. CHAMPS is utilized in all classrooms and common areas. Faculty and Staff receive training on CHAMPS and Foundations behavioral expectations through pre-planning, and throughout the school year. The Assistant Principal, along with the Foundations team has developed a School-wide Discipline Plan using "DIVE" (Do your best always, Interact positively with others, Value self and others, Exhibit excellence) Guidelines for Success. All staff members model the Guidelines for Success through their actions, attitudes, and behavioral expectations for all students. In addition to modeling daily we establish clear behavioral expectations in all school settings by relating students actions to our Guidelines for Success. The faculty and staff will utilize district guidelines for the Positive Behavioral Intervention Support Plan (PBIS). This plan is to address chronic behavior issues in conjunction with the recommendation and strategies from the Foundations Team which support each other. All plans are aligned to provide consistent implementation by teachers and fairness to all students. Based on monthly meetings, professional development will be provided to assist with behavioral interventions

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

Arlington Elementary ensures the social-emotional needs of all students are being met through several mediums: Guidance Counselor, District ISP, School Psychologist and teachers provide Character Ed, Behavior Tools, and Second Step lessons; VE teacher pull smalls groups of students and provides additional Behavior Improvement Plan (BIP) strategies to teachers. The Rtl (Response to Interventions) Process address ongoing and severe discipline concerns; and district ESE Support Staff identify chronic issue to be addressed through the Multidisciplinary Review Team. The District ESE Support Staff will also provide guidance and supplemental services to ensure the overall health and social development of students experiencing difficulty establishing healthy peer and adult relationships.

3. Early Warning Systems

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

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

The Arlington Elementary early warning system is comprised of our Response to Intervention team that meets monthly with teachers to identify students who are "at risk". Our Early Warning Indicators include:

- Attendance below 90%
- One or more suspensions from school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide assessments
- Below average performance on module assessments.
- Below grade level on I-Ready and Achieve 3000 assessments

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	34	30	23	19	10	0	0	0	0	0	0	0	145
One or more suspensions	2	11	3	2	6	1	0	0	0	0	0	0	0	25
Course failure in ELA or Math	4	0	1	3	4	2	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	0	1	8	4	2	0	0	0	0	0	0	0	18

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

Utilizing the school counselor, school social worker and truancy officer, AIT meetings are conducted to identify any barriers to student success. Attendance contracts are drafted for parent and family collaboration. Additional strategies to be employed:

- Small group instruction with the teacher
- Small group instruction with the Reading Interventionist
- Small group instruction with Administration
- Referral to Guidance
- Referral to Full Service Schools
- Implementation of a PMP
- Goal Setting
- Implementation of Rtl

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

To build a positive relationship with families, the school schedules parent involvement activities throughout the school year. Parent workshops are held once a month. The workshops are designed to provide parents with training to align support at home with the strategies taught at school. Parents are also encourage to observe their child by coordinating opportunities to "shadow" their child, noting daily educational experiences and learning. Along with parent training and shadowing, parents meet with teachers to review the School Compact agreement during and 1st grade mandatory parent conference. Parents and guardians are also encouraged to attend student art shows, musical performances, book fairs, as well as field trips.

All of these activities work together to provide students and parents with a well-balanced educational experience. Parents receive daily academic and behavioral progress through the use of student agendas, Class Dojo, communication folders, and the Focus grade portal. Parents are kept abreast of School Improvement efforts via School Advisory Council (SAC) meetings. During these meetings, parents receive updates regarding school improvement efforts in reading, writing, math, and science. This data is dis-aggregated by subject, grade level, and strategies to address areas of concern are presented.

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

Arlington Elementary has several business partners and a couple of faith-based partners that support our mission and vision by providing financial resources, and human capital such as mentoring, tutoring, and volunteering. Our partnership is strengthened and clarified as we conduct monthly SAC and Title I Parent Involvement community/parent meetings in which all stakeholders are invited. At the conclusion of the school year, business partners, mentors, community supporters, as well as volunteers are recognized with an appreciation luncheon.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Kimberly	Principal
Hall, Jerrica	Instructional Coach
Glover, Candice	Assistant Principal
McDuffie, Melody	Instructional Coach
Solomon, Carolyn	Instructional Coach
Yates, Misty	Teacher, K-12

b. Duties

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

- Administrators (Principal and Assistant Principal): Provides a common vision for the use of data-based decision-making; ensuring that the grade levels chairs are updated on the weekly expectations; Monitors student work using the Equip Protocol (Student Work Protocol); analyzing and dis-aggregating student data; makes decisions based on the data and feedback from grade level chairs

The instructional support team (Coaches & Interventionists): facilitates grade level common planning professional development; develops leads and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzing and dis-aggregating student data; provide researched-based strategies to teachers to increase student achievement; monitor the implementation of strategies through teacher meetings, classroom visits, walk-throughs, and observations.

- School Counselor : Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provides group and individual student interventions; and conducts direct observation of student behavior.
- General Education Teachers (Grade Level Chairs) Provides information about core instruction; participates in student data collection.
- Special Education Teacher: Participates in student data collection; assists in determination for further assessment; collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation; providing updates on student achievement.
- Resource Teacher : Provides information on resource support with student achievement; ensures that students participate in the arts program to enhance achievement; shares concerns with scheduling conflicts.

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

The School Improvement plan becomes the guiding document for the work of the school. The School's Leadership Team, with input from the building Instructional team, leads the faculty in the review of the data and develops an initial draft of the School Improvement Plan initializing the template provide by the Department of Education. The draft SIP is then present to the School Advisory Council for review and recommendations. The School's finalizes the plan.

The School's Leadership will regularly revise and update the plan as the students' needs change throughout the school year. The plan includes a formal review process which demonstrates how the school utilizes data to inform instruction and make mid-course adjustments as data is analyzed.

Title I, Part A

Services are provide to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with title II and Title III and ensuring staff development needs are provided.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinate through the district Drop-out Prevention Programs.

Title II,

District receives supplemental funds for improving basic educational programs through the purchase of small equipment to supplement educational program. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The district purchased I-Ready and Achieve 3000 licences to integrate with instruction, In addition, professional development for I-Ready and Achieve 3000 will be provided.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students. SAI funds will be used to pay teachers for Saturday School and/or Part-Time Reading Interventionist.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kimberly Brown	Principal
Pastor Arlindal Burks	Business/Community
Cathy Loring	Teacher
Joann Floyd	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The evaluation of last year's SIP plan was conducted at the end of the school year. SAC members reviewed the SIP and made comparisons between the school's 3rd grade FSA data, 5th Grade FCAT 2.0 Science, Achieve 3000, and i-Ready proficiency, with the school improvement goals. SAC members also provided input pertaining to the coordination of parent involvement activities to train parents how to align home support with student strategies met with School Leadership Team to evaluate SIP plan at the end of the school year. The school data trends information presented at the P.A.C.T. meeting was also provided to SAC. Progress towards School Improvement Plan (SIP) goals were communicated in a PowerPoint presented by the Principal. The PowerPoint outlined findings and recommendations for continuous improvement.

b. Development of this school improvement plan

The SAC assisted with the preparation of the School Improvement Plan after the principal provided members with the school achievement targets for the upcoming school year.. SAC member provided input regarding the purchase of supplemental curriculum, the use of tutors, the selection of technological materials, as well as the Parent Involvement Plan (PIP) Budget. All materials purchased in conjunction with Title I funds aligned to school improvement goals and support the overall school mission and vision for providing high quality, rigorous, standards-based instruction daily to all students.

The SIP is updated midyear using formative data from Achieve 3000, i-Ready assessments, and school-based assessments. Strategies for improvement are monitored, reported, and discussed to determine if the desired impact is being realized. Teachers and parents are notified of the Annual Mid-Year Stakeholder's Meeting, provided with a SIP Input Form, where goals and potential barriers are listed, and they provide suggestions for improvement. The Principal and Leadership Team members present best practices to stakeholders for improving student achievement in reading, writing, math, and science; input is noted and updated on the as needed.

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

SAC members are provided with the budget allocation amount for the School Improvement Plan (SIP) at the beginning of the school year. The Principal informs the SAC of district and school-based initiative and ways the SIP Funds can be used to support them. The SAC is provided with specific SIP goals that each initiative will support, then votes to spend the funds on certain SIP goals.

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

\$2,336.55 was allocated last year to be used as School Improvement Funds (SIF). SIF were used to reward students for exhibiting a year's growth. In addition, some funds will be used as incentives to

purchase FCAT t-shirts and field trips for those students meeting their reading goal for each quarter. All remaining funds were used to purchase supplemental curriculum to progress monitor SIP academic goals and school-wide academic benchmarks.

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

Yes

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

The Arlington Elementary #46 SAC is compliant.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Brown, Kimberly	Principal
Hall, Jerrica	Other
Solomon, Carolyn	Instructional Coach
Yates, Misty	Other
McDuffie, Melody	

b. Duties

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

The Literacy Leadership Team primarily promotes literacy throughout the school by ensuring that each classroom teacher understands that he or she is a Literacy Instructor no matter what content that is being instructed. The LLT will create capacity of reading knowledge within the school through collaboration, vertical articulation during Common Planning and problem-solving ideas for the monthly Literacy Team Meetings. The team will delve deeply within the K-5 ELA standards/Item Specifications and unpack them as a team to increase literary knowledge within the school. As a support system the Literacy Leadership Team will focus on areas of literacy for instance: the three instructional shifts (text complexity and academic language, text dependent/text specific questions and building knowledge through rich informational text). The book, "Common Core Companion" by Leslie Blauman with Jim Burke will be one of the tools of reference to decode each standard and provide a list of instructional strategies to each teacher that will support each literacy standard. In every classroom instructional strategy charts will be the evidence of strategies taught, as well as to provide a reference for students as reinforcement along with the active use of Interactive Journals. The Literacy Leadership Team also ensures each classroom is filled with content area books that are properly stocked and well-managed classroom libraries for students to read independently for practice of daily skills and strategies taught through, Duval Reads, Guided Reading and Teacher Led-Small Group Instruction.

The major literacy initiatives are designed to provide enriching literacy activities for the students to become, "Literacy Lovers". In order to make certain that every home can support literacy, the Literacy Leadership Team coordinates Bi-Annual Book Fairs, "Book Give Aways" each semester, and provides class sets of take home books for nightly reading. Additional activities range from school wide Book of the Month activities that will promote writing in response to reading with and emphasis on character traits of the month, Yearly Literature Fair, "Dolphin Dads/Real Men Read"/JU partnerships and Arlington United Methodist Church which will allow the community to support literacy

through read-alouds, provide an after-school program that will enable students to participate in Literature/Book/Poetry Clubs (Dolphins Diving Deeply Into Reading) for grades 4-5 students, Quarterly Incentives for Blended Learning Data Goals in i-Ready/Achieve 3000, and Parent Literacy Nights with Take Away strategies to provide additional support to help their children to become proficient readers. Additionally, each quarter students are rewarded for meeting the benchmark towards the 25 book challenge.

D. Public and Collaborative Teaching

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

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

Teachers have Common Planning for 50 minutes 4 days a week where they are free to plan with their grade level as they choose. Academic Coaches and Administration are available to plan with grade levels during these times. The other two days, the time is devoted to Common Planning and Data Planning with Administration and Academic Coaches. Early Release and Planning Days throughout the year are devoted to Team Building and training opportunities to build capacity in the building. Additional in-service opportunities are offered before and after school on a voluntary basis as the need arises. Maintaining a supportive and collaborative learning community and consistently extending professional growth opportunities for teachers based on their individual needs are strategies employed by the administration and members of Instructional Support Team to increase the overall effectiveness of teachers resulting in increased student achievement.

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

The Principal and Assistant principal identifies criteria through formal and informal teacher surveys, review of student data, and reflection the characteristics of individuals that can make an immediate contribution to student achievement at the school.

An interview decision analysis is collectively developed where the characteristics are weighted, rated, and scored based on the response of the individual being interviewed. This interview process is used to ensure that new applicants have a clear understanding of the work ethic and commitment and professional growth expectations for all faculty members.

To develop and retain highly qualified teachers, mentor observation cycles in which new teachers receive formative feedback and targeted coaching are completed. During the mentoring coaching cycle, new teachers are able to observe model teachers with a focus on identified challenges and Educator Accomplished Practices. Professional Development Facilitators (PDF) monthly MINT learning sessions that focus on identified areas of need also provide teachers with strategies in areas in need of improvement. Professional Learning Communities (PLCs) (i.e. Grade Level meetings, Common Planning, Early Release Day Training, District Professional Development, Online Classes, and various webinars) work cohesively to provide layers of support and learning opportunities.

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification

- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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

Jerrica Hall is the Professional Development Facilitator (PDF) that pairs new teachers with veteran teachers that have experience within the grade level and can model effective attributes that are desired by new teachers. Emma Roberson and Zack Harbison are paired with Melody McDuffie the math coach with over 8 years of teaching experience; Breanna Wilder & Tyesha Weatherspoon are paired with Jerrica Hall the reading interventionist who has over 15 years of teaching experience; Ellen Senecal is paired with Carolyn Solomon a teacher with over 18 years teaching experience, Ephiphany Ball and Lakeisha Lightner are paired with Kimberly Brown a teacher with over 12 years experience, Jeremy Sharack and An Chow are paired with Candice Glover-Bullock with over 18 years experience.

Mentors are recruited based on proven effectiveness as master teachers. We recognize mentors for their important work in order to build capacity for supporting developing teachers. Mentors will have a monthly meeting "Mentor Mondays" with an administrator and mentor to support their needs and complete the assigned tasks to moving them out of the program.

Where we do not have the classroom teacher capacity to provide a mentor, the Instructional Coach and Interventionist step in as mentors due to their extensive background and proven record.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Arlington Elementary ensures that core instructional programs and materials are aligned to Florida standards through various avenues. All teachers are trained to start with the standard and utilize district curriculum and curriculum guides. In our Professional Learning Communities with the support of the instructional coaches teachers unpack Florida Standards to identify the concepts and skills needed to master the standard. Teachers review lessons and materials to make certain that they are aligned to the standards by utilizing the EqUiP Protocol.

Based on the standard(s) being taught, teacher lessons use a variety of instructional strategies to meet the needs of students. Teachers start with the core instruction (Tier 1) and refine instructional strategies based on student mastery and non-mastery of the standards. When student learning breaks down and students do not demonstrate mastery of the standard(s), teachers analyze student performance data to identify causation. Teachers select supplemental curriculum resources as a form of Tier 2 and Tier 3 interventions and place students in small groups to meet their deficient areas.

b. Instructional Strategies

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

At Arlington Elementary School there are multiple data points used to refine and guide instruction: i-Ready, Achieve 3000, DAR, Florida State Assessment, FCAT Science 2.0, Grade-Level Assessments, and teacher created assessments. Based on student performance on the aforementioned assessments, teachers differentiate instruction and create small group rotations that address individual student needs. Teachers create Instructional Focus Calendars to further review concepts previously taught, but not mastered by students in Science. All student receive core instruction with the curriculum provided by the district. Students requiring additional support or enrichment, are provided Tier 2 supplemental instruction during small groups. Students that demonstrate difficulty after Tier 1 and Tier 2 support are in place receive tier 3 instruction, in which they meet in small differentiated groups at least three times a week, where accommodations and additional strategies are provided.

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

Strategy: Before School Program

Minutes added to school year: 3,000

Before school tutoring in Language Arts, Math and Science; Targeted bubble students in 3rd, 4th & 5th grades for 30 minutes each day.

Strategy Rationale

Targeting bubble students will provide students with additional time needed to grasps a skill or strategy allowing them a greater opportunity to accelerate learning in addition to the time provided during the during the normal school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Glover, Candice , gloverc@duvalschools.org

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

Data collected bi-weekly and quarterly based on student enrollment, attendance, and formative assessments

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At Arlington Elementary, all Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed with FLKRS and i-Ready. The data from these assessments is used to group students for differentiated instruction and to provide immediate intensive intervention (iii). Toward the end of the school year, we will invite area day care providers to visit our school to give upcoming kindergartners a preview of academic and behavioral expectations at the next level. Over the summer, "Transition to Kindergarten" bags are provided to each family to ensure families have reading, math, and writing

materials to work with students during the summer to prevent summer loss.

Fifth grade student transitioning to middle school begin working on middle school standards during the fourth nine weeks. In addition, these students are provided with an orientation at the feeder middle school during the last month of school. The orientation is facilitated by the elementary school guidance counselor along with the middle school guidance counselor and sixth grade administrator. By providing fifth grade students with an orientation, students become knowledgeable of middle school expectations, and students are able develop a healthy rapport with administrators and support staff. All of these measures allow students to make a successful transition to the next level.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If teachers consistently connect real-world life experiences that align with academic skills in reading, math, and science then student achievement will increase across proficiency and/or learning gains with targeted standards.
- G2.** If teachers dis-aggregate data regularly through collaboration and monitoring across all core subject areas, then student achievement will increase in all subgroups.
- G3.** If teachers consistently provide explicit interventions through the RtI process and provide differentiated small group instruction using the gradual release model in both academics and behavior then student proficiency will increase across all content areas
- G4.** If staff and leadership consistently implement and monitor incentive program that promotes student attendance then student attendance will increase school wide

Strategic Goals Detail

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

G1. If teachers consistently connect real-world life experiences that align with academic skills in reading, math, and science then student achievement will increase across proficiency and/or learning gains with targeted standards. 1a

G084225

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Math Gains	60.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal 3

- Limited exposure to real world scenarios and field trip experiences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Exposure to field trips outside of the community.

Plan to Monitor Progress Toward G1. 8

Informal and formal assessment data; pre and post field trip experience assessments

Person Responsible

Candice Glover

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Data analysis

G2. If teachers dis-aggregate data regularly through collaboration and monitoring across all core subject areas, then student achievement will increase in all subgroups. 1a

G084226

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge of progress monitoring utilizing formal and informal assessments.
- Teachers lack of knowledge of dis-aggregating data

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Science, Reading and Math Specialists, Administration, Math and Reading Coach, Reading Interventionist, informal and formal assessments, Curriculum Guides, Informational Texts, Science Level Readers, Data Analysis & monitoring tools

Plan to Monitor Progress Toward G2. 8

Informal and formal assessment data (I-Ready, Achieve 3000, baseline assessments, Class Dojo reports, focus discipline data, mini assessments)

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

2016 Science 2.0 FCAT Scores, Baseline assessments, Grade Level Assessments, Exit Tickets, End of the Year FSA Math & Reading Scores, and mini assessments

G3. If teachers consistently provide explicit interventions through the RtI process and provide differentiated small group instruction using the gradual release model in both academics and behavior then student proficiency will increase across all content areas **1a**

 G084227

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of knowledge on the RtI process
- Teachers lack of knowledge on the gradual release model

Resources Available to Help Reduce or Eliminate the Barriers **2**

- School Based Reading & Math Coach, District Specialists, Teacher Academy, Baseline Data, Researched Based Strategies, Technology (Achieve 3000 and i-Ready), Bi-weekly common planning, Grade Level Collaboration/Vertical Alignment Articulation, Data Chats, State Item Specifications, Differentiated center materials

Plan to Monitor Progress Toward G3. **8**

Data chats biweekly with instructional support and quarterly with administration.

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student data

G4. If staff and leadership consistently implement and monitor incentive program that promotes student attendance then student attendance will increase school wide 1a

G084228

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	63.0
Discipline incidents	80.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation and monitoring of student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student incentives; charts and graphs of attendance;

Plan to Monitor Progress Toward G4. 8

Focus attendance report

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus attendance 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 teachers consistently connect real-world life experiences that align with academic skills in reading, math, and science then student achievement will increase across proficiency and/or learning gains with targeted standards. **1**

 **G084225**

G1.B1 Limited exposure to real world scenarios and field trip experiences **2**

 **B223802**

G1.B1.S1 Creating formal and informal assessments that align to standards, real-world scenarios, and opportunities field trip experiences **4**

 **S236145**

Strategy Rationale

Teachers will consistently monitor student growth and expose students to real world opportunities in order to increase student achievement

Action Step 1 **5**

Administration and Teachers will include real world scenarios on assessments and offer field trip experiences outside the community.

Person Responsible

Kimberly Brown

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Mini-assessments, and Field Trip lesson plans

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

Data Analysis of formal and informal data; pre and post test for field trip experiences

Person Responsible

Candice Glover

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data analysis of assessments

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

Student achievement data

Person Responsible

Kimberly Brown

Schedule

Monthly, from 10/28/2016 to 6/2/2017

Evidence of Completion

Data analysis

G2. If teachers dis-aggregate data regularly through collaboration and monitoring across all core subject areas, then student achievement will increase in all subgroups. 1

G084226

G2.B1 Teachers lack of knowledge of progress monitoring utilizing formal and informal assessments. 2

B223803

G2.B1.S1 Provide professional development on teacher guided instruction with an emphasis on skills, strategies and or standards. 4

S236148

Strategy Rationale

This helps teachers provide effective instruction to increase achievement for all students. It will increase and enhance their understanding of instructional strategies.

Action Step 1 5

Provide professional development on teacher guided instruction with an emphasis on skills, strategies and or standards.

Person Responsible

Melody McDuffie

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Anecdotal data, interactive journals, checks for understanding, i-Ready, Achieve 3000, module assessments, mini assessments.

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

Data chats, classroom walk through, common planning and lesson plans

Person Responsible

Kimberly Brown

Schedule

Biweekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

lesson plans, instructional delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, module assessments, etc.), i-Ready, Achieve 3000.

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

Data chats, classroom walk through, common planning and lesson plans

Person Responsible

Kimberly Brown

Schedule

Biweekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Lesson plans, instructional delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, module assessments, etc.), i-Ready, Achieve 3000. Lesson Plans

G2.B1.S2 Weekly monitoring through PLC's utilizing student data 4

 S236149

Strategy Rationale

This will enable our school to fill in the achievement gap by not leaving any child behind. As we carefully analyze and dissect the data we will be able to provide effective instruction for all our students on their level and increase their understanding of the instructional objectives.

Action Step 1 5

Monitor student work and assessment data

Person Responsible

Melody McDuffie

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Performance Matters data analysis during common planning

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Utilize Equip Student Work Protocol

Person Responsible

Carolyn Solomon

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Interactive Journal entries, exit slips, and formal/informal assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Weekly meetings utilizing the Equip Protocol

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Exit slips, interactive journal entries, formal/informal assessments

G2.B2 Teachers lack of knowledge of dis-aggregating data **2**

 B223804

G2.B2.S1 Teachers will participate in professional development on how to analyze student data. **4**

 S236152

Strategy Rationale

Teachers will gain knowledge on how to effectively dis-aggregate student data

Action Step 1 **5**

Professional Development on Dis-aggregating data

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small Group differentiated instruction

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

Monthly teacher and student data chats will be held with instructional support team

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional Development exit slips, data analysis charts, and informal and formal data

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

Teacher and student data chats will be held monthly

Person Responsible

Kimberly Brown


Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Informal and formal assessments

G3. If teachers consistently provide explicit interventions through the Rtl process and provide differentiated small group instruction using the gradual release model in both academics and behavior then student proficiency will increase across all content areas 1

 G084227

G3.B1 Teachers lack of knowledge on the Rtl process 2

 B223805

G3.B1.S1 Teachers will participate in Rtl meetings once a month to receive resources and strategies on how to effectively implement interventions 4

 S236153

Strategy Rationale

Teachers understanding and implementing the Rtl process will ensure that the needs of students in all subgroups will be met.

Action Step 1 5

Teachers will participate in monthly Rtl meetings in order to become familiar with the process and learn strategies and interventions to use with Tier II and Tier III students

Person Responsible

Kimberly Brown

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis and fluidity of students in Tier II and Tier III

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

Administration will review student progress monitoring plans and differentiated center lesson plans

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student progress monitoring plans, meeting notes and agenda

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

Student and teacher data chats; informal and formal observations

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher anecdotal notes; student data; student progress monitoring plans; CAST Observation

G3.B1.S2 Weekly monitoring through PLC's utilizing student discipline data 4

 S236154

Strategy Rationale

As we look at our student's data we will be able to decipher the best plan of action to alleviate negative behaviors in the future. This will help us provide quality instruction without interruptions in the learning environments.

Action Step 1 5

Consistently monitoring student discipline data

Person Responsible

Candice Glover

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus discipline data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Dis-aggregate Focus discipline data

Person Responsible

Candice Glover

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus discipline data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Dis-aggregate Focus discipline data

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus discipline data

G3.B2 Teachers lack of knowledge on the gradual release model 2

 B223806

G3.B2.S1 Teachers will participate in professional development sessions twice a month on utilizing the gradual release model. 4

 S236155

Strategy Rationale

Teachers will effectively deliver instruction to students.

Action Step 1 5

Teachers will participate in professional development opportunities on the gradual release model

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walkthrough and observation of gradual release model

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Informal and formal observations

Person Responsible

Kimberly Brown

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

CAST Observation ratings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Frequent classroom observations

Person Responsible

Kimberly Brown

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

CAST Observation ratings

G3.B2.S2 Provide professional development on the implementation of PBIS plan and developing behavioral lesson plans [copy] 4

 S236156

Strategy Rationale

This will reinforce positive behavior so the students are learning necessary social skills to collaborate and work together within all learning environments.

Action Step 1 5

Develop lesson plans for all common areas

Person Responsible

Candice Glover

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Exits Tickets, Interactive Journals, Formal/Informal assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Review Class Dojo Reports and behavioral referrals

Person Responsible

Candice Glover

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Focus data; Class Dojo reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Data reports pulled weekly

Person Responsible

Candice Glover


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Class Dojo Reports; Focus discipline reports

G4. If staff and leadership consistently implement and monitor incentive program that promotes student attendance then student attendance will increase school wide 1

 G084228

G4.B1 Inconsistent implementation and monitoring of student attendance 2

 B223807

G4.B1.S1 Implement a school wide incentive program to increase student attendance 4

 S236157

Strategy Rationale

Students who attend school regularly have higher achievement rates

Action Step 1 5

Consistently implement school wide incentive program for student attendance

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Rtl monthly meeting with Rtl Team.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Student attendance data

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student absences report

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student attendance data

Person Responsible

Kimberly Brown

Schedule

Monthly, from 8/15/2016 to 6/2/2017
















Evidence of Completion

Student attendance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M310315	Data chats, classroom walk through, common planning and lesson plans	Brown, Kimberly	8/26/2015	Lesson plans, instructional delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, module assessments, etc.), i-Ready, Achieve 3000.Lesson Plans	6/1/2016 biweekly
G2.B1.S1.MA1 M310316	Data chats, classroom walk through, common planning and lesson plans	Brown, Kimberly	8/26/2015	lesson plans, instructional delivery, student work artifacts (group and independent work), student assessment data (i.e. exit tickets, module assessments, etc.), i-Ready, Achieve 3000.	6/1/2016 biweekly
G1.MA1 M310314	Informal and formal assessment data; pre and post field trip experience assessments	Glover, Candice	10/28/2016	Data analysis	6/2/2017 monthly
G2.MA1 M310325	Informal and formal assessment data (I-Ready, Achieve 3000, baseline assessments, Class Dojo...	Brown, Kimberly	8/15/2016	2016 Science 2.0 FCAT Scores, Baseline assessments, Grade Level Assessments, Exit Tickets, End of the Year FSA Math & Reading Scores, and mini assessments	6/2/2017 weekly
G3.MA1 M310334	Data chats biweekly with instructional support and quarterly with administration.	Brown, Kimberly	8/15/2016	Student data	6/2/2017 monthly
G4.MA1 M310337	Focus attendance report	Brown, Kimberly	8/15/2016	Focus attendance data	6/2/2017 monthly
G1.B1.S1.MA1 M310312	Student achievement data	Brown, Kimberly	10/28/2016	Data analysis	6/2/2017 monthly
G1.B1.S1.MA1 M310313	Data Analysis of formal and informal data; pre and post test for field trip experiences	Glover, Candice	8/22/2016	Data analysis of assessments	6/2/2017 monthly
G1.B1.S1.A1 A304630	Administration and Teachers will include real world scenarios on assessments and offer field trip...	Brown, Kimberly	8/22/2016	Mini-assessments, and Field Trip lesson plans	6/2/2017 quarterly
G2.B1.S1.A1 A304631	Provide professional development on teacher guided instruction with an emphasis on skills,...	McDuffie, Melody	8/15/2016	Anecdotal data, interactive journals, checks for understanding, i-Ready, Achieve 3000, module assessments, mini assessments.	6/2/2017 annually
G2.B2.S1.MA1 M310323	Teacher and student data chats will be held monthly	Brown, Kimberly	8/15/2016	Informal and formal assessments	6/2/2017 monthly
G2.B2.S1.MA1 M310324	Monthly teacher and student data chats will be held with instructional support team	Brown, Kimberly	8/15/2016	Professional Development exit slips, data analysis charts, and informal and formal data	6/2/2017 monthly
G2.B2.S1.A1 A304635	Professional Development on Dis-aggregating data	Brown, Kimberly	8/15/2016	Small Group differentiated instruction	6/2/2017 weekly
G3.B1.S1.MA1 M310326	Student and teacher data chats; informal and formal observations	Brown, Kimberly	8/15/2016	Teacher anecdotal notes; student data; student progress monitoring plans; CAST Observation	6/2/2017 weekly
G3.B1.S1.MA1 M310327	Administration will review student progress monitoring plans and differentiated center lesson plans	Brown, Kimberly	8/15/2016	Lesson plans, student progress monitoring plans, meeting notes and agenda	6/2/2017 weekly
G3.B1.S1.A1 A304636	Teachers will participate in monthly Rtl meetings in order to become familiar with the process and...	Brown, Kimberly	8/15/2016	Data analysis and fluidity of students in Tier II and Tier III	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1  M310330	Frequent classroom observations	Brown, Kimberly	8/15/2016	CAST Observation ratings	6/2/2017 daily
G3.B2.S1.MA1  M310331	Informal and formal observations	Brown, Kimberly	8/15/2016	CAST Observation ratings	6/2/2017 weekly
G3.B2.S1.A1  A304638	Teachers will participate in professional development opportunities on the gradual release model	Brown, Kimberly	8/15/2016	Walkthrough and observation of gradual release model	6/2/2017 weekly
G4.B1.S1.MA1  M310335	Student attendance data	Brown, Kimberly	8/15/2016	Student attendance data	6/2/2017 monthly
G4.B1.S1.MA1  M310336	Student attendance data	Brown, Kimberly	8/15/2016	Student absences report	6/2/2017 monthly
G4.B1.S1.A1  A304640	Consistently implement school wide incentive program for student attendance	Brown, Kimberly	8/15/2016	Rtl monthly meeting with Rtl Team.	6/2/2017 monthly
G2.B1.S2.MA1  M310317	Weekly meetings utilizing the Equip Protocol	Brown, Kimberly	8/15/2016	Exit slips, interactive journal entries, formal/informal assessments	6/2/2017 weekly
G2.B1.S2.MA1  M310318	Utilize Equip Student Work Protocol	Solomon, Carolyn	8/15/2016	Interactive Journal entries, exit slips, and formal/informal assessments	6/2/2017 weekly
G2.B1.S2.A1  A304632	Monitor student work and assessment data	McDuffie, Melody	8/15/2016	Performance Matters data analysis during common planning	6/2/2017 weekly
G3.B1.S2.MA1  M310328	Dis-aggregate Focus discipline data	Brown, Kimberly	8/15/2016	Focus discipline data	6/2/2017 weekly
G3.B1.S2.MA1  M310329	Dis-aggregate Focus discipline data	Glover, Candice	8/15/2016	Focus discipline data	6/2/2017 weekly
G3.B1.S2.A1  A304637	Consistently monitoring student discipline data	Glover, Candice	8/15/2016	Focus discipline data	6/2/2017 weekly
G3.B2.S2.MA1  M310332	Data reports pulled weekly	Glover, Candice	8/15/2016	Class Dojo Reports; Focus discipline reports	6/2/2017 weekly
G3.B2.S2.MA1  M310333	Review Class Dojo Reports and behavioral referrals	Glover, Candice	8/15/2016	Focus data; Class Dojo reports	6/2/2017 weekly
G3.B2.S2.A1  A304639	Develop lesson plans for all common areas	Glover, Candice	8/15/2016	Exits Tickets, Interactive Journals, Formal/Informal assessments.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers consistently connect real-world life experiences that align with academic skills in reading, math, and science then student achievement will increase across proficiency and/or learning gains with targeted standards.

G1.B1 Limited exposure to real world scenarios and field trip experiences

G1.B1.S1 Creating formal and informal assessments that align to standards, real-world scenarios, and opportunities field trip experiences

PD Opportunity 1

Administration and Teachers will include real world scenarios on assessments and offer field trip experiences outside the community.

Facilitator

Administration

Participants

All teachers and staff

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

G2. If teachers dis-aggregate data regularly through collaboration and monitoring across all core subject areas, then student achievement will increase in all subgroups.

G2.B1 Teachers lack of knowledge of progress monitoring utilizing formal and informal assessments.

G2.B1.S1 Provide professional development on teacher guided instruction with an emphasis on skills, strategies and or standards.

PD Opportunity 1

Provide professional development on teacher guided instruction with an emphasis on skills, strategies and or standards.

Facilitator

District Specialist, School Based Coaches and administration.

Participants

All Teachers

Schedule

Annually, from 8/15/2016 to 6/2/2017

G2.B1.S2 Weekly monitoring through PLC's utilizing student data

PD Opportunity 1

Monitor student work and assessment data

Facilitator

Academic Coaches and Administration

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2.B2 Teachers lack of knowledge of dis-aggregating data

G2.B2.S1 Teachers will participate in professional development on how to analyze student data.

PD Opportunity 1

Professional Development on Dis-aggregating data

Facilitator

Administrators, Instructional Coaches, Interventionist, District Specialists

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. If teachers consistently provide explicit interventions through the Rtl process and provide differentiated small group instruction using the gradual release model in both academics and behavior then student proficiency will increase across all content areas

G3.B1 Teachers lack of knowledge on the Rtl process

G3.B1.S1 Teachers will participate in Rtl meetings once a month to receive resources and strategies on how to effectively implement interventions

PD Opportunity 1

Teachers will participate in monthly Rtl meetings in order to become familiar with the process and learn strategies and interventions to use with Tier II and Tier III students

Facilitator

Administration, Guidance Counselor, Academic Coaches and Interventionists

Participants

All teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G3.B1.S2 Weekly monitoring through PLC's utilizing student discipline data

PD Opportunity 1

Consistently monitoring student discipline data

Facilitator

Administration

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3.B2 Teachers lack of knowledge on the gradual release model

G3.B2.S1 Teachers will participate in professional development sessions twice a month on utilizing the gradual release model.

PD Opportunity 1

Teachers will participate in professional development opportunities on the gradual release model

Facilitator

Reading and Math Coach, Interventionists, and administrators

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3.B2.S2 Provide professional development on the implementation of PBIS plan and developing behavioral lesson plans [copy]

PD Opportunity 1

Develop lesson plans for all common areas

Facilitator

Administration

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration and Teachers will include real world scenarios on assessments and offer field trip experiences outside the community.				\$0.00
2	G2.B1.S1.A1	Provide professional development on teacher guided instruction with an emphasis on skills, strategies and or standards.				\$0.00
3	G2.B1.S2.A1	Monitor student work and assessment data				\$0.00
4	G2.B2.S1.A1	Professional Development on Dis-aggregating data				\$0.00
5	G3.B1.S1.A1	Teachers will participate in monthly Rtl meetings in order to become familiar with the process and learn strategies and interventions to use with Tier II and Tier III students				\$0.00
6	G3.B1.S2.A1	Consistently monitoring student discipline data				\$0.00
7	G3.B2.S1.A1	Teachers will participate in professional development opportunities on the gradual release model				\$0.00
8	G3.B2.S2.A1	Develop lesson plans for all common areas				\$0.00
9	G4.B1.S1.A1	Consistently implement school wide incentive program for student attendance				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1140	239-Other	0461 - Arlington Elementary School	School Improvement Funds	290.0	\$300.00
			Notes: Purchase incentives for students who attend school regularly			
Total:						\$300.00