

Duval County Public Schools

# Arlington Middle School



2016-17 Schoolwide Improvement Plan

## Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

### 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)
Middle School 6-8	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	77%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	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 Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

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

Arlington Middle School is rooted in authentic relationships that connect each child to an adult. Real connections extend to community development that recognizes and celebrates cultural and demographic differences through authentic instructional connections to oneself and others, an emphasis on global awareness, and opportunities for students and families to express themselves and share their cultures.

Evidence of Students' Cultures and building teacher-student relationships

- Referral Data (ex. decrease in discipline referrals, increase in support systems)
- Interest Inventories
- Schoolwide Roster of Student Participation in Extracurricular Activities
- Teacher Participation in My Brother's Keeper, 5000 Role Models of Excellence
- Sign-in Sheets for Professional Development Sessions (ex. IIT, Sensitivity Training, Cultural Competence, etc.)
- Parental involvement / Family Engagement Events

##### b. 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.

**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.**

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

- Teachers are provided CHAMPS Trainings and CHAMPS lesson as a proactive and positive approach to classroom management (Week 1 of school, every teacher in every class facilitates the "Schoolwide Expectations" lessons; 1 lesson per day - total of 5 lessons).
- Teams collaborate in grade level teams to develop 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

? Classrooms are set-up to be "student-friendly". Arrange desks for easy teacher access to all students. Whenever possible grouping is 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!

**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.**

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 Schools Program
- School Counselors / Café Corner
- ESOL Paraprofessional
- ESE Support Facilitators
- PRIDE Academy
- Bridge to Success Program
- United Way of Northeast Florida
- SRO
- National Junior Honor Society
- Student Council
- MCUSA Motivational Coach
- Challenge Day
- 5000 Role Models of Excellence
- My Brother's Keeper Initiative
- Boy Scouts
- Get Real
- Team Up Program

### 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.**

Students who miss 10% or more of available instructional time. Students who fail a Math or Language Arts course. students who fail two or more courses. Students who receive two or more behavior referrals Students who receive one ore more behavior referrals that leads to suspension as defined in s.1003.01(5),F.S. Academic

The following data is tracked for every student: attendance, truancy, grades, test history, discipline, course recovery, suspensions, accommodations, and support systems. This data is shared on a weekly basis between Design Team members in order to ensure that support measures are consistently implemented and monitored.

At-Risk students are identified using the following tools:

- FOCUS Portal
- Teacher recommendations

Data Points accumulated and triangulated to differentiate the level of need in order to align support via:

- Wrap Around Services (ex. Communities In Schools Program (C.I.S.), Achievers For Life (A.F.L.), etc.)
- Discipline Interventions (ex. PBIS Positive Behavioral Incentive Systems, Restorative Justice, Behavior Contracts, Positive Referral Systems, etc.)
- School Counselors
- Mentoring
- Ongoing Parent Communication



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

**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	0	0	0	0	0	0	10	16	11	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	67	33	73	0	0	0	0	173
Course failure in ELA or Math	0	0	0	0	0	0	21	21	6	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	0	0	0	90	93	75	0	0	0	0	258

**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	0	0	0	0	0	0	27	41	24	0	0	0	0	92

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

Students who demonstrate early warning signs are provided interventions that include but are not limited to:

- Extended learning opportunities through SOAR or Team UP
- Recovery opportunities through flexible scheduling -Exposure to college and career activities
- Parental Involvement activities as well as eighth grade transition to high school nights
- Small group behavioral and academic mentor programs (MCUSA, Achievers for Life, 5000 Role Models of Excellence, My Brother's Keeper, Challenge Day/Be the Change)
- Prevention through high expectations, multiple academic offerings, effective teaching, and a warm welcoming environment
- Team meetings: Grade Level Team teachers have common planning every other day in order to discuss students' academic, attendance and behavioral concerns as well as interventions and preventative measures. Parent-teacher conferences occur during this time.
- ESE Meetings occur during teacher planning periods every Early Dismissal Wednesday. This provides an opportunity for teachers to review IEPs, discuss accommodations, review documentation procedures, identify areas in need of support and collaborate with the ESE Team (school level and District level).
- Rtl process is embedded within the practice. Teachers receive training on the Rtl model regarding tiered instruction and classroom support/interventions. The Rtl team meets to discuss "at-risk" indicators and targeted students as a part of progress monitoring.
- MRT Meeting occur monthly as an additional layer of support relating to student academic, social and/or emotional progress.
- 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 agreements are signed as a confirmation of the school-parent commitment to student success during conferences with teachers, administrators or Deans.
- 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.

## 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 increase the PTSA (Parent Teacher Student Association) from 3% (16) to 5% (39) by

- Promoting PTSA membership drive.
- Developing at least three(3) no more than five(5) school sponsored events throughout the school year
- Encouraging School Uniform Policy
- Providing a Parent Compact to all students

### 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.

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.

## 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
Shelton, Maysha	Principal
Johnson, Victoria	Instructional Coach
Wright-Kitchen, Patris	School Counselor
Rohrbaugh, Ginger	School Counselor
Mitchell, Melissa	Teacher, ESE
Jannette, Janice	Administrative Support
Crisp, Monica	Assistant Principal
Lamp, Bonnie	Assistant Principal
Below, Scott	Dean
Johnson-Hart, Stephanie	Administrative Support Attendance/Social Work

## b. Duties

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

The Principal will lead the work through focusing on the vision and mission of the school with the Leadership Team (Design Team). The Principal will coordinate the hiring/retention of highly qualified teachers and staff, monitor the Continuous Improvement Cycle for teaching and learning, facilitate the use of data to drive instructional practices and decision making, promote a collegial and positive culture, align support and resources according to needs assessments, collaborate with faculty/staff, advocate for all stakeholders, build partnerships,

All Administrators will oversee curriculum implementation and alignment, support best practices, monitor professional learning goals, develop teachers through coaching and evaluation, facilitate a minimum of 5 classroom walkthroughs each per day, facilitate the teaching growth model by providing on-going support and feedback, develop a mindset of continuous improvement to refine practice,

The Principal will monitor all classroom instruction, with an emphasis on the ESE, Enrichment and Science Departments. One Assistant Principal will primarily monitor the Math, Civics and Elective Departments and the other Assistant Principal will monitor ELA, Reading and World Language Departments. The Reading Instructional Coach will provide support to ELA, Reading, and History Departments. The Math Instructional Coach will provide support to Math and Elective teachers. The school's Professional Development Facilitator and In-School Suspension Program teacher will focus on being proactive by providing support to novice teachers.

Leadership Team members consistently communicate with to support the decision-making process. The members take information back to their departments for dissemination and monitor/support progress towards the established school goals. In cases where the information needs to be discussed for a vote, the school-based Shared Decision Making process will be utilized.

Dean - Will assist all grade levels 6-8, provide interventions and support regarding referrals, communicate with students/teacher/parents for every incident, assist teachers with the implementation of high effect strategies to address classroom management, provide professional development sessions relating to management, monitor discipline data, address recidivism through providing interventions, support the reintegration of students into the classroom, mentor at-risk students and collaborate with all stakeholders.

Math Coach - Will assist by developing best practices, appropriate math goals and strategies to foster the learning process in math related subjects, support professional learning to develop a community of practice, implement coaching cycles, facilitate lesson study, conduct walkthroughs, retrieve data and use to guide conversations to refine practice, collaborate on common assessment, monitor and support the implementation of the curriculum and pillars of excellence, complete and submit weekly coaching log, provide feedback to teachers, assist with follow-up, collaborate with content area administrator and District support personnel and design/facilitate professional development.

Reading Coach - Will Assist by developing best practices through reading/language arts/writing goals and strategies to foster the learning process related to reading/language arts/writing subjects, support professional learning to develop a community of practice, implement coaching cycles, facilitate lesson study, conduct walkthroughs, retrieve data and use to guide conversations to refine practice, collaborate on common assessment, monitor and support the implementation of the curriculum and pillars of excellence, complete and submit weekly coaching log, provide feedback to teachers, assist with follow-up, collaborate with content area administrator and District support personnel and design/facilitate professional development.

School Counselor - Will assist stakeholders by providing interventions, monitoring grades, facilitating credit checks, conducting Guidance Lessons, participating in PLCs, monitoring at-risk data, provide support during ESE meetings, facilitating professional learning and create the monthly school newsletter to communicate with parents to bridge the gap between home and school.

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. Collaborate to ensure full implementation of accommodations, develop appropriate interventions, research resources, connect with wrap around service providers to enhance growth and learning, coordinate professional learning to support student needs, participate in bi-monthly ESE meetings to review IEPs, discuss strategies, provide support and monitor documentation. Disseminate information and support parents regarding Procedural Safeguards, FAPE, Continuum of Services and Goals.

Parent/Guardian - Will assist by providing valuable insight regarding student academic goals, development needs regarding behaviors, interventions and success metrics.

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

**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 data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, Shared Decision Making Team will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly on the second Monday to address any concerns. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators. Weekly Design Team meetings are conducted with

Principal, Assistant Principal, Reading Coach, Math Coach, Testing Coordinator, PDF, Deans and Wrap Around Service support personnel with discussions surrounding updated school data, testing calendar and data highlights. Administrator and Academic Coach meetings follow the Design Team meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process. Title I monies are being expended on 3 full-time teachers, 1 Instructional Coaches and 1 part-time Volunteer Liaison.

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. Referrals for Wrap Around Services (i.e Full Service Schools, Achievers for Life, Communities in Schools, MCUSA, etc.) are also available all school year.

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 used to purchase computers, laptops, and career-based projects to expose students to various careers through the use of modern technology.

Professional Crisis Management (PCM) - all staff in the EBD/PRIDE Academy program will be certified Basic Practitioner, Practitioner, Practitioner 1, or Practitioner 2. The focus of this training is on de-escalation and intervention strategies for students who may be approaching crisis mode.

Restorative Justice - a major component in the discipline procedures and reintegration of students into the classroom after disruption occurs.

Community Eligibility Program / Title I School

- All students receive free lunch and breakfast every day
- 19% of students receive free dinner funded by United Way and Jacksonville Children's Commission.

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

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Victoria Johnson	Teacher
Maysha Shelton	Principal
Rebecca Taylor	Teacher
Ginger Rohrbaugh	Teacher
Brian Tate	Business/Community
Glen Mitchell	Business/Community
Jan Janette	Education Support Employee
Mike Ellison	Parent
Vicki Lunsford	Business/Community
Casey Shumaker	Teacher
James Evans	Teacher
Scott Neumann	Teacher
Cheryna Lewis	Teacher
Annie Furlow	Education Support Employee
Tony Wilson	Business/Community
Carolyn Redmond	Business/Community
Latravius Bass	Student

## **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**

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 2016-2017 plan. Members made suggestions and corrections to the draft before it was finalized for submission.

#### **b. 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 review the draft of this plan on Tuesday, September 13, 2016 and provide suggestions and corrections before the final plan is submitted.

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

Funds for 2015-2016 was \$11,620.62

Funds for 2016-2017 total:

During the course of the year, requests can be made for the use of SAC funds. All requests are reviewed and discussed by SAC members. SAC members will vote to decide which requests will be funded.

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

Last funding project whereas SAC monies were allocated:  
\$700.00 for Parent Involvement TV in main office.



**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.

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.

**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
Shelton, Maysa	Principal
Johnson, Victoria	Instructional Coach
Crisp, Monica	Assistant Principal
Blackwell, Claudia	Teacher, K-12
Mitchell, Melissa	Teacher, ESE
Wyly, Susan	Teacher, K-12
Lamp, Bonnie	Assistant Principal
Taylor, Rebecca	Other
Rohrbaugh, Ginger	School Counselor
Johnson-Hart, Stephanie	Teacher, Adult

**b. Duties**

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

(Unable to select additional member names above). The additional names are as follows: Dean: Bernard Lane, Dean: Patrick Flahive, Testing Coordinator/PDF: Lisa Corprew, Math Lead/ESE Liaison: Melissa Mitchell, Science Lead: Scott Neumann, Reading interventionist: Nicole Brown, Math Support: Kaylin Staley, Electives: Bernard Berry, Reading: Teresa Hawkins.

Schoolwide strategies are aligned with the focus on literacy. Literacy is the common thread that connects all programming and curriculum. Teachers receive weekly training through PLCs on applicable strategies that support critical thinking, the use of complex texts and embed opportunities to expose students to various genres. The LLT will design the Literacy Plan for the 2016-2017 school year. Each content area is represented on the LLT. The team meets every two weeks to discuss implementation, next steps and the need to revisit specified items.

A schoolwide Writing Plan will be developed with an implementation goal to start in late September.

**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.**



- 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.

The school's master schedule is designed to afford common planning times. The schedule promotes content area planning and grade level cross curricular planning in support of a positive working relationships to improve academic achievement. Monthly teambuilding activities are embedded within Early Dismissal agendas whereas all teachers, Instructional Coaches and Administrators will participate. This Sunshine Committee will recognize each member for specific celebrations and the committee will also be in charge of organizing activities for the Faculty and Staff. Faculty and Staff also participate in Parental Involvement activities to further build strong relationships with one another and the community.

## **2. 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.

The school follows the District's policies in recruiting and hiring teachers. Utilizing the New Teacher Development program, we strive to retain and support teachers through mentoring by administrators, mentors and the Professional Development Facilitator. We also facilitate on-site professional development activities to support the individual growth of teachers. The administrators, academic coaches and mentors facilitate classroom observations and provide feedback to hone in on high effect strategies to support teachers with refining their practice to achieve and maintain efficacy/ effectiveness using best practices.

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

The mission of the New Teacher Development 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, 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 Design Team. The assignments will be matched based on content and specific NTD needs.

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

## **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 Middle School uses the core instructional materials as required by the District. All teachers use the Curriculum Guides written by DCPS which are aligned to the new Florida Standards.

Arlington Middle School will provide teachers with job embedded professional development on unpacking standards to align the classroom instruction with Florida Standards. Teachers will participate in lesson studies and continuous data chats to ensure alignment. Weekly Department PLCs will lend themselves to collaboration amongst teachers, coaches, specialists and administrators on developing rigorous lessons using the Florida standards, test item specifications and content specific resources.

## **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.***

Data drives all school-based decisions at Arlington Middle School. Students initial course placement is determined through data. Daily reflection upon formal and informal data shapes day to day instruction and is evidenced through small group instruction, centers, and rotations. Teachers indicate differentiation in their lesson plans and make changes in the flow as student products evolve. The full implementation of the rotations/stations system within all core content classes will provide teachers with the opportunity to use data to guide instruction. During rotations, a teacher led group will be facilitated using data to determine which students require additional support via a reteach or support on remediating skills. Also during rotations, students will be provided with the opportunity to extend learning using Achieve3000, Rosetta Stone, Digits, iCivics, Penda and other computer based resources to increase student achievement. The activities within each resource are differentiated and adjusted according to data and individual student needs.

### ***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:** 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)**

- Enrichment

**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.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

Early Dismissal Sessions

**Strategy Rationale**

All certificated personnel participate in school based professional development and collaboration sessions during Early Dismissal meetings once or twice a month. As a part of the Instructional Implementation Team cycle, the District organizes and facilitates virtual training sessions during Early Dismissal and/or PLCs.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Shelton, Maysha, sheltonm@duvalschools.org

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

Professional development feedback is accumulated and the data is used to guide future practice.

**Strategy:** Before School Program

**Minutes added to school year:** 21,600

SOAR/Before School Extended Day program will focus on implementing safety nets for math and reading since the majority of the participating students are functioning below grade level standards. Students also have the opportunity to participate in Team Up activities afterschool whereas an instructional and enrichment component occur daily. Homework Help and Tutoring are also offered.

**Strategy Rationale**

To provide academic enrichment

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Shelton, Maysha, sheltonm@duvalschools.org

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

Monthly progress monitoring data for the participating students will be monitored. Feedback from classroom teachers will be obtained in order to target specific needs of students and to monitor progress.

**Strategy:** Extended School Day

**Minutes added to school year:** 21,600

To provide additional time for core academic instruction

**Strategy Rationale**

Team Up After School Program will service 160 students (19% of the overall population) on a daily basis. The academic component will reflect an extension of the core instruction that occurs for ELA, Math and Science/History by grade level. The content area teachers who instruct during the school day will be hired to facilitate the academic component during the program hours. The blended learning components offered by the District will also be implemented during program hours to increase the maximum usage for the participating students.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Shelton, Maysha, sheltonm@duvalschools.org

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

Monthly progress monitoring data for the participating students will be monitored. Feedback from classroom teachers will be obtained in order to target specific needs of students and to monitor progress.

## 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.**

- \* Florida CHOICES
- \* College and Career planning through the U.S. History curriculum
- \* IEP transition plans for students with disabilities

Arlington Middle School offers students 8th Grade Transition Nights and feeder pattern 5th graders are invited to tour the school. We partner with our immediate, direct feeder schools, Parkwood Heights Elementary and Terry Parker High School. Orientation, Open House and evening Family Events offer parents, students and community members the opportunity to tour the campus, collaborate with employees and coordinate transition support.

### 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.**

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.

Course selection process occurs annually whereas individual students are advised and then allowed to choose courses of interest for the subsequent year. Guidance Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Communities in Schools, Team Up, etc.) in which the coordinators are located on campus. The services provided include: family support/education, mentoring and academic support.

**2. 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  
2016-2017 Piloting the CTE Health curriculum for potential full implementation next school year

**3. 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.

**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.**

1. Increase the number of students scoring at proficiency annually in reading; tracking data and planning for R.E.D.D.I
2. Increase the number of students scoring at proficiency annually in math; tracking data and planning for R.E.D.D.I
3. Increase the number of students scoring at proficiency annually in science; tracking data and planning for R.E.D.D.I
4. Increase the number of students scoring at proficiency annually in civics; tracking data and planning for R.E.D.D.I

Students who have demonstrated a high level of proficiency and academic success are scheduled into the SLS (college readiness course). The course provides a preview to goal setting, self-monitoring skills, good study habits, etc. in preparation for high school and postsecondary readiness.

## 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** If a positive culture is developed on campus, then the environment will be conducive to learning at all levels.
- G2.** If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase.

## 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 a positive culture is developed on campus, then the environment will be conducive to learning at all levels. 1a

G084229

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Student	80.0
District Parent Survey	80.0
School Climate Survey - Staff	80.0

**Targeted Barriers to Achieving the Goal** 3

- Negative Reinforcement of Unfavorable Behaviors

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

- Strength-Based Support Research and Training
- Hero System
- Incentive items for all stakeholders
- Intentional and layered support for new teachers
- Field experiences and hands-on activities to support engagement
- Recognition System

**Plan to Monitor Progress Toward G1.** 8

Accumulate growth data via completed surveys

**Person Responsible**

Monica Crisp

**Schedule**

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

**Evidence of Completion**

Number of completed and returned surveys.

**G2.** If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase. 1a

G084230

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
Science Achievement District Assessment	50.0
Civics EOC Pass	50.0

**Targeted Barriers to Achieving the Goal** 3

- Lesson Plans lacking rigor and opportunities for students to demonstrate ownership.

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

- Student Work Protocol
- Curriculum Guides
- Item Specifications
- FSA and CPALMS Website
- REDDI reflection

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Maysha Shelton

**Schedule**

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

**Evidence of Completion**

Design Team Meeting Agenda, Design Team Meeting Minutes and sign-in

## 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 a positive culture is developed on campus, then the environment will be conducive to learning at all levels. **1**

 G084229

**G1.B1** Negative Reinforcement of Unfavorable Behaviors **2**

 B223808

**G1.B1.S1** Relationship building **4**

 S236158

### Strategy Rationale

Build relationships to increase ratio of positive interactions to shift the culture

### Action Step 1 **5**

Facilitate On-going Cultural Competence and Sensitivity Training

#### Person Responsible

Maysha Shelton

#### Schedule

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

#### Evidence of Completion

Initial survey data, walkthroughs, observations, PD feedback, Final survey data

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

Facilitate Walkthroughs and Observations of Interactions and Learning

**Person Responsible**

Maysha Shelton

**Schedule**

Biweekly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Anecdotal notes, feedback from adults and students

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

Lesson plans, quarterly conferencing with content area teachers.

**Person Responsible**

Maysha Shelton

**Schedule**

Weekly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans, classroom observation instruments, conferencing with content area teacher.

**G2.** If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase. 1

G084230

**G2.B1** Lesson Plans lacking rigor and opportunities for students to demonstrate ownership. 2

B223809

**G2.B1.S1** Effective Implementation of Common Planning Framework 4

S236159

### 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

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

#### Evidence of Completion

Meeting agendas, sign-in sheets, anecdotal notes

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

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

#### Person Responsible

Bonnie Lamp

#### Schedule

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

#### Evidence of Completion

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

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

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

**Person Responsible**

Monica Crisp

**Schedule**

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

***Evidence of Completion***

Achieve data, i-ready data, teacher assessment data, attendance data, discipline 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
<b>2017</b>					
G1.B1.S1.MA1 M310338	Lesson plans, quarterly conferencing with content area teachers.	Shelton, Maysha	9/1/2016	Lesson plans, classroom observation instruments, conferencing with content area teacher.	5/31/2017 weekly
G1.B1.S1.MA1 M310339	Facilitate Walkthroughs and Observations of Interactions and Learning	Shelton, Maysha	9/1/2016	Anecdotal notes, feedback from adults and students	5/31/2017 biweekly
G1.MA1 M310340	Accumulate growth data via completed surveys	Crisp, Monica	8/15/2016	Number of completed and returned surveys.	6/2/2017 semiannually
G2.MA1 M310343	Achieve data, i-ready data, teacher assessment data, attendance data, discipline data	Shelton, Maysha	8/15/2016	Design Team Meeting Agenda, Design Team Meeting Minutes and sign-in	6/2/2017 weekly
G1.B1.S1.A1 A304641	Facilitate On-going Cultural Competence and Sensitivity Training	Shelton, Maysha	8/15/2016	Initial survey data, walkthroughs, observations, PD feedback, Final survey data	6/2/2017 monthly
G2.B1.S1.MA1 M310341	Review and disaggregate data during common planning to ensure the implementation of data driven...	Crisp, Monica	8/15/2016	Achieve data, i-ready data, teacher assessment data, attendance data, discipline data	6/2/2017 weekly
G2.B1.S1.MA1 M310342	Coaches will provide professional development for teachers focusing on how to write and implement...	Lamp, Bonnie	8/15/2016	model lesson plans, classroom walk-through data, student performance data.	6/2/2017 weekly
G2.B1.S1.A1 A304642	Instructional Coaches will model instructional framework.	Johnson, Victoria	8/15/2016	Meeting agendas, sign-in sheets, anecdotal notes	6/2/2017 biweekly



## V. Professional Development Opportunities

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

**G1.** If a positive culture is developed on campus, then the environment will be conducive to learning at all levels.

### **G1.B1** Negative Reinforcement of Unfavorable Behaviors

#### **G1.B1.S1** Relationship building

##### **PD Opportunity 1**

Facilitate On-going Cultural Competence and Sensitivity Training

##### **Facilitator**

Maysha Shelton

##### **Participants**

All Faculty

##### **Schedule**

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

**G2.** If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase.

### **G2.B1** Lesson Plans lacking rigor and opportunities for students to demonstrate ownership.

#### **G2.B1.S1** Effective Implementation of Common Planning Framework

##### **PD Opportunity 1**

Instructional Coaches will model instructional framework.

##### **Facilitator**

Instructional Coaches

##### **Participants**

All Faculty

##### **Schedule**

Biweekly, 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	Facilitate On-going Cultural Competence and Sensitivity Training	\$0.00
2	G2.B1.S1.A1	Instructional Coaches will model instructional framework.	\$0.00
Total:			\$0.00