

Duval County Public Schools

Arlington Heights Elementary School



2017-18 Schoolwide Improvement Plan

Arlington Heights Elementary School

1520 SPRINKLE DR, Jacksonville, FL 32211

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Arlington Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Arlington Heights Elementary ensures the social, emotional, academic needs of children are met.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Arlington Heights Elementary is strengthened by the diversity of our students and faculty.

Prior to student arrival, teachers review cumulative folders and identify unique characteristics of children that will assist them in delivering quality services during the school year. In addition, teachers conduct interest surveys to and parent conferences to better understand the whole student. Teachers are then able to immediately ensure structures are in place to develop successful relationships with students and families. This information, along with multiple current data factors, is utilized for decision making during lesson planning and instruction. All teacher plans should be reflective of demonstrating their knowledge of students, as well as, student ownership, choice, and differentiated opportunities. Teachers also confer with students regularly during small group or individual conferences to continue open dialogue and relationship building.

Upon initial enrollment, students complete a Home Language Survey. If a student has another language spoken in the home, the ESOL Department of DCPS's central office is informed, and testing arrangements scheduled and then conducted to quickly assess and review the best appropriate placement for each individual student. Teachers are highly qualified with ESOL coursework and one Spanish speaking paraprofessional is assigned to support students academically, as well as, translating during parent activities, conferences and wrap around services. During the year, district translators, specialists and school based personnel are available to support our students and parents during school based activities such as conferences and family involvement activities.

Weekly school wide celebrations and quarterly awards ceremonies ensure that students are recognized for achieving attendance, academic, i-Ready, Achieve, Penda, character and positive habits. This provides all faculty and staff opportunities to connect with students and build positive, productive relationships. TEAM Up has Arlington Heights staff working from 3:15-6:00 p.m. daily and Cathedral Arts has after school activities on Tuesdays and Thursdays. These programs coordinate with Arlington Heights to ensure that students are supported academically, as well as, provided opportunities to engage in high quality enrichment activities that support connectedness between students and the school.

The Guidance Counselor facilitates the school based problem solving work, as well as, MT, ESE, 504, Attendance Intervention and wrap around services for individual students. This process ensures that all related faculty fully prepared to support the student's needs. Resource teachers mentor our most fragile students who are identified throughout this process. Strategies such as a clothes closet, school supply cabinet and food resources support our work in building relationships with students.

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

Each morning before school starts, PK-2 students begin in the cafeteria with breakfast and supervision. Supervising staff ensure CHAMPS is incorporated into the routines so all classrooms understand and exemplify appropriate behaviors. Teachers report to the cafeteria and greet their students in a positive manner, setting the tone and expectations for a successful day.

3-5th grade students sit in designated supervised areas with leveled books to read. Again, CHAMPS is utilized to ensure a positive tone for the beginning of the day. Many teachers invite students into class early to enjoy breakfast, or engage in differentiated learning opportunities. All students enter upon first bell and begin their day with a quality breakfast.

In addition, the morning computer club allows 3rd-5th students and who have are actively participating in Achieve 3000, i-Ready Reading, or FSA technical lessons an opportunity to achieve their blended learning targets. These groups of students will vary over time depending on targeted needs. Subsequently, some teachers allow students to come into their rooms early for academic tutoring and extra computer time for iReady and Achieve 3000 programs.

Arlington Heights Elementary has an comprehensive positive behavior plan that is inclusive of discipline, GALLUP perceptual and informal student data. Throughout the day, our school utilizes it in conjunction with the Code of Conduct and CHAMPS Behavioral Model guidelines to foster respect between students, within the classroom and in common areas; such as, the cafeteria, resource classes, bus area, hallways, restrooms, and playground. Expectations are clearly stated and consistently used by faculty and staff members. Achievements are celebrated and data is continuously collected and analyzed for continuous improvement.

Students must be partnered with another student(s) to travel out of the classroom. Walking in pairs promotes a "Buddy System" resulting in a safer environment for students. Teachers are trained on the Emergency Management Plan and it is implemented accordingly. Students are taught calm, safe responses and drills are practiced routinely. After each drill, information is collected on what worked and what needs to be improved. Updates are made and communicated for continuous improvement.

Officer Harris, DCPS Police Officer visits our school weekly. This provides her an opportunity to connect to parents and students. Often "teachable moments" evolve which provide her the chance to connect to our students in a positive manner by responding to their curiosity. She is strategically scheduled to visit all classrooms throughout the year, in addition, to implementing safety programs such as Eddie Eagle.

After school, students are placed in grade level dismissal groups and escorted to their dismissal locations by teachers. SDMT facilitates the periodic revision of the forms and collects them for implementation. The main office maintains a copy of all dismissal plans for monitoring implementation. Teachers have assigned dismissal areas to monitor and are provided class check-off sheets to use as students are dismissed from the building. All faculty are responsible for a safe dismissal. Dismissal procedures are another opportunity to promote familiarity with all students.

We also have an after school Boys & Girls Club TEAM UP. This program currently serves about 90 students at the beginning of the year and we are seeking to enroll a minimum of 120 students throughout the year. The program operates five days a week and includes academic support by certified teachers, as well as enrichment, after school fresh snack and hot dinner.

The Cathedral Arts Program is an after school visual arts program offered on Tuesdays and Thursdays for our young artists. Students participate in a well-planned art program with a resident artist, and learn how to develop their personal artistic skills and artistic talent. At the end of the

program each student has one published piece to celebrate. This event usually occurs at one of the local universities.

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 Heights Elementary School uses the Safe and Civil Schools Foundations and CHAMPS Models, developed by Dr. Randy Sprick, for our school wide behavior management plan. All faculty are trained on the DCPS Code of Conduct and implement a Positive Behavioral Management Plan which consists of celebrations of positive behaviors, as well as, consequences for inappropriate behaviors. The plan coincides with our school wide Positive Behavioral Management Plan (PBMP) that is also meant to strengthen rituals and routines through consistent implementation school wide. Our PBIS Team has developed and will continue to revise throughout the school year the PBMP for our school. Implementing CHAMPS, and creating a Positive Behavior Management Plan, should reduce behavioral disruptions. Teachers' lesson plans are developed to maintain a high level of student engagement, which reduces "off task" behaviors. Arlington Heights has a school wide classroom referral system, which consists of the following levels of identified behavioral infractions: mild, moderate, and severe. Severe infractions are entered by teachers through Focus computer based system for administration to review and process. Depending on the moderate infractions, numerous consequences may be result in time out, phone call to parents, note to parents, parent conference, or in-school suspension.

Each teacher has received training on the implementation of the CHAMPS Model, as well as the Positive Behavioral Management Plan (PBMP) System. In addition, teachers have been trained on the district "Code of Conduct" and the progression of steps for disciplinary action. Subsequently, student assemblies are held to educate students on the new District Code of Conduct, CHAMPS Model, and our Positive Behavioral Management Plan. Several assemblies will be conducted with students throughout the school year to reinforce our behavioral plan. These are consistently reinforced and retaught during critical time periods throughout the school year.

School wide school improvement Discipline, Character, Student Involvement and Leadership Teams teams monitor student attendance, discipline, early warning and other data systems to continually revise systems as needed. In addition, these teams also plan and implement positive incentive plans and monitoring systems that emphasize celebrating positive student choices and behaviors.

This year Restorative Justice will be implemented as a student led resource for student input and ownership into problem solving. In addition, a school improvement Student Activity team will provide students with opportunities to give input into building a positive culture and activities to improve GALLUP, perceptual and informal data targets.

Last year the faculty engaged in a school wide book study of THE LEADER IN ME. This year we continue and will implement a school wide book study with students,, families and volunteers: The 7 Habits of Happy Kids. This study will provide AHE with a standardized language, as well as, guidelines for success to be used in conjunction with our Character Development to ensure success for all.

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 Heights Elementary has one Guidance Counselor who services on the Leadership Team. Additionally, the guidance counselor assist students and parents with recommendations to Arlington

Family Resource Services (full-services) to assist with social, emotional, and economic needs. In addition, Ms. Williams creates focus groups and individual sessions for targeted support of students experiencing difficulty and/or trauma.

An influx of migrant, misplaced and/or homeless due to recent hurricane damage in the southeast has increased our population and needs. These families are identified and collaborated with regarding needs in order to provide full wrap around services to those in transition.

Classroom teachers can also take utilize the "Second Step" curriculum, a violence intervention/prevention program that teaches students social skills, such as conflict resolution. Classroom teachers can also utilize Behavioral Response to Intervention (RtI) for students' social and emotional needs. BRtI allows teachers to collect data over time to determine the needs of children and how they can be served.

In addition, several new partnerships have been developed resulting in focused support. This year each child received a new book bag and school supplies. Joint partnerships are ensuring supplies, clothing and food are available throughout the school year. The Unitarian Church of Arlington is providing volunteers to mentor students and resource teachers are also mentoring students who have been strategically identified by Leadership.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 data is monitored by our Leadership Team that meets weekly. After data is analyzed next steps are generated and communicated to appropriate teams and personnel. Follow up and monitoring for continuous improvement occurs during biweekly RtI Problem Solving meetings, monthly Multidisciplinary Team meetings with district or with teachers. Additional meetings are scheduled with appropriate personnel on an as needed basis. Teachers may also refer cases to the team for discussion and problem solving. Our Early Warning Indicators include: - Attendance below 90% -frequent tardies and early sign-out from school; One or more suspensions from school and frequent those with daily/weekly intervention plans and FBAs
Homeless, misplaced and migrant
Course Failur
FSA -Level 1 and 2 score on the statewide assessments -
One or more grade levels below on I-Ready and Achieve 3000 assessments and
Below level on DCPS baseline and scrimmage 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	25	21	23	19	18	17	0	0	0	0	0	0	0	123
One or more suspensions	3	3	6	4	14	4	0	0	0	0	0	0	0	34
Course failure in ELA or Math	4	2	2	7	0	2	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	28	0	0	0	0	0	0	0	0	0	28

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	1	0	0	1	5	1	0	0	0	0	0	0	0	8

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

Our goal is to remove barriers from students and teaching so that students are able to be successful academically. This requires not only school based interventions but interventions that are tailored to individual students. Arlington Heights has five full time paraprofessionals, a reading coach, and a math coach, principal and assistant principal, as well as Mentors and Volunteers, who are strategically aligned to needs as determined through problem solving. Multiple intervention programs and strategies are used to improve students' academic performance and to meet learning needs; such as, gradual release of responsibility model, Duval Reads and Duval Math supplemental resources for lesson plans, research-based differentiated center activities, small group instruction, one-to-one direct instruction, Achieve 3000, i-Ready and Penda blended learning technology programs. Coaches, guidance and administration are assigned to small group academic support. After school and Saturday school tutors utilize Ready Florida LAFS & MAFS as resources to strengthen standards. FSA Portal Practice Tests and Standards Mastery provide all 3rd-5th students to experience technical skills required on assessments. Barton and Phonics are used to address skill specific needs of students demonstrating gaps in foundational skills. In addition, students in need of more frequent intervention may have a school based "intervention and goal setting plan" such as the administration checking in with individual students before, during and after school or students assigned a "free pass" to report to a "safe place" until the student is able to successfully rejoin instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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 Heights Elementary has an active School Advisory Committee (SAC) which is growing. This team provides input into school improvement and continuous improvement of towards its goals, as well as, giving input to administration on important matters facing the school. . In addition, SAC helps with increasing parent and community involvement. Often times securing local businesses to support our school, and providing supplemental resources to student needs. Resources may include school supplies,

shoes and clothing items for children in need and volunteer hours to help in the classroom and with school wide events/projects. This year the S.A.C. is implementing a school supply and clothing closet.

A part time Parent Involvement Liaison has been hired to focus solely on building and increasing parent and community opportunities for high quality, aligned engagement. The Parent Academy is a primary resource resource for supporting parent education and student achievement. Once businesses, faith-based partners and volunteers have been initiated into the volunteer procedures, the liaison and administration schedules regular training sessions and to share needs, upcoming events, and obtain feedback from their experiences.

Business Partners such as JEA, Jacksonville University, GCA, AT&T all have dedicated resources and human capital to support school based goals. A master activities calendar is created before the school year and updated as needed. Businesses and churches are able to invest in areas of their choice. Events such as S.T.E.A.M. Night, parent involvement and extended school activities are dependent on the synergy of these partnerships.

School updates and thank you notes are shared to express appreciation and assure the organization understands the positive impact their "time investment" has made for our students and school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McEarl, Charlene	Principal
Rowan-Thomas, Regina	Assistant Principal
Pinter, Marissa	Instructional Coach
Kelly, Kathryn	Instructional Coach
Martin, Nichol	School Counselor

b. Duties

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

Charlene McEarl, Principal

1. Building a collaborative culture centered on a common vision to meet the needs of all children and communicating and instilling the vision and mission as our guiding way of work
2. Clearly communicating roles, responsibilities and expectations
3. Primary Culture Builder
4. Aligning district, community and school based resources to ensure student achievement and needs are met
5. Primary instructional leader and learner
6. Chair the Leadership Team and participate in RtI/MT meetings
7. Triangulates data sources to ensure academic success for students.
8. Monitoring all areas for continuous school improvement and ensuring fidelity

Kathryn Bartle-Kelly, ELA Coach

1. Oversight ELA Common Planning, Coaching Cycles, Lesson Studies and professional

development

2. Literacy Leadership Team Facilitator
3. Collaborate and Plan with District Specialists, as well as, school based Administration
4. Problem Solve on ELA Student Rtl Cases
5. Analyze student ELA Data and determine/monitor interventions and extended learning opportunities
6. Achieve 3000 and iReady Reading Incentive Plan and ELA Awards
7. Progress monitor and Support ELA Rtl Tier 2 and Tier 3 Teachers
8. Facilitate before, after school and Saturday school learning ELA opportunities
9. Supporting all parent and family ELA activities
10. ELA Instructional Materials Needs Assessments and Inventory

Marissa Pinter, Math Coach

1. Oversight Math Common Planning, Coaching Cycles, Lesson Studies and professional development
2. Collaborate and Plan with District Specialists, as well as, school based Administration
3. Problem Solve on Math Student Rtl Cases
4. Analyze student Math Data and determine/monitor interventions and extended learning opportunities
5. IReady Math Incentive Plan and Math Awards
6. Progress monitor and Support math Rtl Tier 2 and Tier 3 Teachers
7. Facilitate before, after school and Saturday school math opportunities
8. Supporting all parent and family Math activities
9. Planning and overseeing school wide math activities
10. Math Instructional Materials Needs Assessments and Inventory

Regina Rowan-Thomas

1. Collaborate and Plan with District Science Specialists, as well as, school based teachers and administration
2. Analyze Achieve 3000 and Science Data to determine recommended interventions and extended learning opportunities
3. Problem Solve on Rtl Cases (emphasis Behavioral)
4. Process all Discipline Data according to Code of Conduct and prepare Data Presentations for Stakeholders
5. Parent Involvement Plan- planning and implementation
6. Title 1 Black Box Management and Monitoring
7. Crisis Black Box Management and Monitoring
8. Participate in Rtl/MT meetings
9. Facilitate before, after and Saturday school science opportunities
10. PBIS Team Co-Chair
11. Science Instructional Materials Needs Assessments and Inventory

Nicole (Martin) Williams, Guidance Counselor

1. MTSS: Rtl Problem Solving Meeting Facilitator and Oversight
2. Coordinate Tier II and Tier III Services
3. Attendance Intervention Team (AIT) Lead and data reports to stakeholders
4. Wrap Around Services Coordinator and data reports to stakeholders; Attend all Arlington meetings
5. Character Counts Facilitator and Character Team Co-Chair
6. Science Collaborator
7. ELL Oversight and District Liaison
8. Homeless Oversight and District Liaison
9. Second Step Needs Assessment and Inventory

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 Leadership Team meets each Monday at 3:15 p.m. to address whole group areas of focus, (ex. parent engagement and RtI/MTSS progress monitoring) and debrief on strengths, weaknesses and barriers. The leadership team uses this opportunity to collaboratively identify opportunities, align resources and determine next steps. During the remainder of the week, each representative then follows up with Ms. McEarl on individual areas of focus and progress monitoring for continuous improvement.

Grade level common planning meetings are held weekly: ELA Tuesdays and Math/Science Thursdays. Often additional, teacher initiated meetings are scheduled to continue efforts. These meetings include school based on frequently district specialists. In addition to lesson studies, these meetings are used to assess curriculum needs, professional development needs aligned to effective implementation with fidelity. Barriers to teaching and learning are identified and resources aligned. Coaches debrief and collaborate with the Leadership Team each Monday as described above

MTSS RtI Problem Solving Meetings are held twice monthly between MT meetings with district personnel. These meetings may be initiated by the classroom teacher or members of the leadership team. Individual student cases are fully explored and next steps are determined through collaboration. Barriers are identified and Ms. Williams debriefs the Leadership Team each Monday. The team collectively problem solves, aligns resources, and plan next steps for implementation.

Guidance also collaborates during monthly meetings for ESE, ELL and early warning systems. Ms. McEarl collaborates with ESE through data chats and the Leadership Team addresses through continuous improvement.

Quarterly Data Chats between grade levels and Leadership are held. These focus on student achievement with the 'whole child' in mind, progress monitoring is updated and a SWOT analysis is completed for determination of next steps and alignment of resources.

Instructional rounding on targeted areas and next steps provides leadership and administration with an opportunity to progress monitor the fidelity and effectiveness of previous next steps.

Title 1, Part A - Services are provided to ensure students requiring additional remediation are assisted during school, after school, Saturday School and/or during summer school. Paraprofessionals, a Parent Liaison and ELA/Math Coaches are funded to support the overall achievement of Math and ELA. Physical resources such as technology to enhance blended learning and other identified needs are funded. Second Step and "The Leader in Me" are resources that are funded to support the emotional, social needs of students, as well as an overall positive school climate. Title II Each school receives funds from DCSB to provide small equipment for general education classrooms.

i-Ready Reading and Math (K-5), Achieve 3000 (Grades 3-5), Penda (Grade 5), Duval Reads Grades K-5 (Engage NY), SAXON (Grade K-2), Duval Math Grades K-5 (Engage NY, Eureka Math, C-Palms) are also utilized by teachers to support instruction.

Title III - Services are provided by DCSB to offer ELL educational support materials and provide services to

improve the education of ELL learners. Active (LY) and Post Monitoring (LF) ELLs are monitored as a category to ensure student success towards WIDA standards and Florida Standards.

Title IV- Safe and Drug Free School: and Red Ribbon Week Programs to support prevention of violence, bullying and the potential use of alcohol, tobacco, other types of drugs, and foster a safe and civil school environment.

Title X - DCSB assigned Social Worker for the homeless provides resources for families in need with the help of various community agencies. Arlington Heights also strategically connects with these families to ensure they are supported with available resources.

Supplemental Academic Instruction (SAI) is provided for students through during school tutoring, after school tutoring, extended hour, and Saturday School. SAI also assures highly qualified staff as instructors/tutors, as well as necessary supplies.

Positive Behavior Management Plans inclusive of both rewards and consequences and CHAMPS provide each teacher behavior intervention methods and strategies for large common areas; such as, the cafeteria and dismissal areas.

Second Step teaches compassion, empathy, and social problem solving skills to prevent bullying.

Nutrition- DCSB health curriculum in grades K-5 discusses the importance of nutrition, and students receive the Fresh Fruit and Vegetable Program (grant)..

Housing - N/A

Head Start - N/A

Adult education - N/A (The Parent and Family Engagement Plan and Parent Academy are school based resources that include meeting the educational needs of our students.)

CET training - District training provided for high performing qualifying teachers to mentor new teachers.

Job Training - The school counselor presents the " Moving on to Your Future" career awareness curriculum to fifth graders each year. At the conclusion of the classroom lessons, a Career Day is held, which invites professional community members sharing their careers, education/training with our fifth grade students.

TEAM UP (grant) Students receive a daily snack and hot meal in addition to academic and enrichment activities in a positive culture

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dwayne Richardson	Business/Community
Charlene Mcearl	Principal
Aesia Robinson	Parent
Phillip Little	Education Support Employee
Kaziah Belgrave	Parent
Alexis Carter	Parent
Sarah Friend	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed the School Improvement Plan from the previous year (May) and end of year available data and is the governing body for identifying and deciding improvements needed to support the school improvement plan. In addition, the faculty identified critical areas of need which were shared with SAC in the review process.

During July teachers reviewed the FSA release school accountability data and previously drafted targets. Revisions were made and recommended for the School Improvement Plan.

Between August - September of each year, the SAC committee reviews the new SIP (plan), and analyzes our improvement progress, as well as suggests improvement ideas, to enhance our overall learning environment and engagement. SAC members must approve expenditures of SIP funds for identified improvement projects to determine priority needs for our school and student population.

SAC meetings will be held on the fourth Tuesday of every month. Meetings are advertised in advance via the school calendar, marquee, flyers, OneView, PeachJar and Twitter. All meetings are open to the public. Members are the voting body for approving decisions and determining how SIP funds are used. Meetings will be held in Room 107.

b. Development of this school improvement plan

An ongoing analysis of next steps was conducted during 2016-2017. This analysis was based on the triangulation of multiple academic, attendance, discipline, early warning systems and cultural data. The faculty and S.A.C. had opportunities to give input into the development of next steps which were drafted in May.

Once 2016-2017 data outcomes arrived during the summer, members met, analyzed new data sources and participated in the eight step problem solving method using the template provided on CIMS. This structure became the framework for the current 2017-2018 S.I.P.

The School Advisory Council provides assistance in preparing, reviewing, and evaluating our School Improvement Plan. This includes our monthly meeting updates, annual reviews, amending, and/or continuation of our adopted plan. SAC also provides guidance into spending school improvement funds and the budget.

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

Funds for the annual budget are allocated according to the student FTE enrollment. Once FTE is determined, the school receives funds from the state to support identified school needs. The school's annual budget is primarily used to pay for faculty and staff salaries and benefits, supplies, and equipment. All purchasing are aligned to school improvement goals.

SIP Funds are governed by state guidelines and must be strictly followed. The SIP funds can only be used in support of students and improvement projects.

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

S.A.C. approved the spending of \$100 for STEAM Night Activities.

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.

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
Kelly, Kathryn	Instructional Coach
Rowan-Thomas, Regina	Assistant Principal
McEarl, Charlene	Principal

b. Duties

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

The LLT has scheduled an extra curricular calendar in conjunction with the Parent and Family Engagement Plan and School improvement Goals that encourages the love of reading while creating a connected learning community.

1. School Wide Book Study and Plan- "The Seven Habits of Happy Kids" (October - May) Volunteers will be trained as well and parents will have a lending library.
2. Character Parade- Students, teachers and staff will dress up as their favorite literary or informational character, person or topic. Students will write an advertisement for the book to share with others.
3. Literacy Week of Florida- (January 22-26) Activities are scheduled daily and weekly to engage students and parents/families.
4. Art, PE, Music will plan and implement reading, writing and speaking opportunities within the core curriculum that align to grade level expectations.
5. Students will always have access to a "bag of books" on their independent level. Both student and teacher selected.
6. Students will have a display for grade level appropriate voluntary book responses.
7. K-2 will have a literary presentation during breakfast each morning to reinforce foundational skills.
8. Fry High Frequency Words will be a Home Learning Challenge Contest.
9. ELA reading, writing and speaking standards will be implemented in Science and Math as applicable.
10. LLI will be a supplemental guided reading program for before, during, after and Saturday School.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers have grade level planning 7 days out of every 10 days of school and one quarterly data chat with Leadership each nine weeks. One of these days are required for collaborative planning with administration, district specialists and/or instructional coaches to analyze, discuss, develop, and support development of teachers' plans. However, teachers are encouraged to attend both ELA and Math/ Science planning during collaborative sessions. If needed, teachers have time to plan before school begins each day from 7:50-8:30 a.m..

Our focus for common planning is to deepen teacher knowledge of students, standards and effective strategies in order to differentiate during the Gradual Release Model, as well as, differentiated center rotations. Teachers use collaborative/administrative planning for lesson studies, to unpack the Florida Standards (looking for depth in understanding) to improve student performance and proficiency, and use the DCPS Curriculum Guides for foundational instructional planning. Lesson Plans are designed to support the Gradual Release Response Model (GRRM) for implementing and supporting the instructional framework of Duval Reads and Duval Math. Close reading, and differentiated center activities also support our curriculum, which include rigorous content and enrichment experiences. Teachers develop their center lessons by using current data from our data sources to identify students' performance levels and develop plans based on needs. Baseline assessments, CGA's, DAR, Mid-Year Assessments, FSA, I-Ready, Achieve 3000, Performance Tasks, module and teacher-made assessments.

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

Our school's strategy to recruit and retain highly qualified, certified-in-field, effective teachers is as follows:

-Administration will participate in district wide hiring fairs to recruit highly qualified teachers. Interview questions will be framed around the unique needs of our students and school.

-Teachers who are new to Arlington Heights will be assigned a mentor and receive additional support from administration and coaches. Mentee and Mentors will collaborate regularly. The PDF will ensure fidelity and that the needs of new teachers are met.

-Administration will work with local universities to recruit newly graduating, potential teachers. Interns may be assigned to effective and/or highly effective CET trained teachers.

-Provide teachers with the opportunities to receive research-based professional development, both in content and pedagogy, in all core content areas for PreK-5 grade teachers.

-Provide a school wide Professional Development Plan that is based on teacher input, as well as, school and district needs.

-Provide support from district specialists to assist teachers in the development of quality instructional plans and model instructional expectations and practices. Scheduling may be flexible to meet the needs of participants.

-Provide flexible scheduling to allow time for common planning for each grade level team, as well as vertical content teams during early release.

-Provide needed materials and supplies to support teachers with improving student performance.

- Teachers will have input into school wide decisions through SDMT, surveys, focus meetings and one on one chats with the principal.

-Principal will practice an open door policy and encourage the diversity of unique perspectives be valued.

-The Leadership will celebrate teachers weekly, to include but not limited to faculty meetings, as well as, seek strategies to improve morale.

-Teachers are empowered to visit teachers who exemplify quality instruction and collaborate on best practices.

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

The school based Professional Development Coordinator provides support to new teachers through mentoring, coaching, guidance for professional learning and assistance to educators in meeting professional certification requirements. Each new teacher is paired with an effective or highly effective teacher who exemplifies the values and mission of Arlington Heights, as well as, experience in the teacher's area of content. The PDF, mentor, and principal meet quarterly to progress monitor and plan additional strategies as needed.

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.

Administration utilizes the DCPS instructional frameworks to create balanced classroom schedules that provide the structures for aligned teaching and learning. These are utilized by all teachers on display outside of classrooms.

Duval County Public School Teachers have curriculum guides, materials and resources which are based on the new Florida standards. These are located on Blackboard and provide the basis of all planning and instruction.

Through designated collaborative planning times each week, teachers plan together to provide explicit instruction to support student mastery. A minimum of one of these include administration, school coaches and/or district specialists.

Weekly Instructional Rounding, review of lesson plans and CAST observations give clear information that informs leadership on the effectiveness and fidelity of aligned instruction. Teachers have been trained with these forms and utilize them during common planning. Instructional Vision(s) of Excellence provide all stakeholders with a common set of aligned "look fors" and are used to provide feedback to teachers, as well as, inform future decisions. Administration includes previous feedback/next steps in future visits to continue progress monitoring.

As planning progresses throughout the year, each Florida Standard is unpacked and lessons are created to target proficiency and student work is assessed using the Equip Protocol. This work also extends into professional development during early release and faculty meetings. This process should become automatic to ensure aligned student achievement.

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.

Arlington Heights Elementary uses the data management system Unify for accessing real time and historical data throughout the year. In addition, I-Ready and Achieve 3000 have company websites with a wealth of resources that support our teaching.

During the summer FSA scores are released and analyzed by proficiency, learning gains, lower 25%, standards and classrooms. This provides leadership the opportunity to reflect on previous interventions and core instruction to inform decisions on teacher placement, program effectiveness and future needs. Administration collaborates with district directors and personnel to ensure program needs and resources are available day one of instruction and updates these records on October FTE to ensure no student is missed.

During preplanning all ESE/504 teachers collaborate with ESE and Guidance to ensure that student accommodations are implemented day one of instruction. This differentiation should be reflected in lesson plans, as well as, instruction and assessment.

During preplanning all teachers of ESOL students receive WIDA Scores and collaborate with district specialist to ensure differentiation needs are understood and ready for implementation day one of instruction. This differentiation should be reflected in lesson plans, as well as, instruction and assessment.

During preplanning all teachers with students in the Rtl process meet with Guidance to understand the student's needs and previous work that need to be considered as the teacher plans for Tier II and/or Tier III instruction.

At the beginning of the year I-Ready Reading/Math baselines, Achieve 3000, FLKRS, content specific curriculum guide (CG) baselines such as science, art, music and physical education are administered and analyzed by teachers, coaches and administration.

I-Ready Reading and Math (K-5) profile data groups students according to common deficits. During planning teachers drill into this data to isolate and determine foundational gaps and students one or more years behind grade level. Through collaborative planning teachers develop differentiated center rotations. Students who score below the cut score defined on the Reading Decision Tree are administered the DAR for further analysis and intervention. Barton is available and may be implemented by the Reading Coach. In addition, students scoring below the defined cut score in grades 3rd-5th will continue to engage in i-Ready Reading for 45 minutes weekly. K-5 teachers may develop separate aligned focus lessons for students to engage in once they have completed 45 minutes in their pathway. This may be used as a tutoring opportunity as well. As i-Ready continues throughout the year, students who are not showing growth are referred to the problem solving team and Rtl is initiated. This work is captured on a Progress Monitoring Plan which engages the parent, student and teacher around the common goal.

In grades 3rd-5th Achieve 3000 baseline defines a student's Lexile score. This lexile score is utilized in conjunction with FSA and i-Ready data to plan differentiated center rotations, gradual release small groups and strategies. i-Ready Reading and Achieve 3000 data is used to inform the teacher for planning differentiated lessons and support for non proficient readers in science through center rotations.

Students who have been identified as a year or more behind, previously scored a Level 1, 2 or 2-3 bubble on FSA or identified in the lower quartile in Math and/or Reading participate in strategic Standards Remediation Instruction Focus Calendar lessons beginning the 2nd nine week period. These lessons are intentionally designed to increase achievement and decrease gaps using Curriculum and Associates LAFS and MAFS. At the end of a lesson students take a computer based Standards Mastery check for understanding. These results are then available through Unify for further analysis and intervention.

FSA technical skills and computer based lessons are taught to all 3rd-5th grade students. This is a

whole group lesson. Students then have an opportunity to engage in practice computer based tests while the supervising teacher maintains a profile sheet of student behaviors. Then teachers are able to conference and support students who are struggling with different tools prior to the FSA.

As these FCIM cycles and Rtl continue planning is adjusted accordingly and interventions are adjusted. Before, during and Saturday school tutoring is available to these students. Programmatic changes such as 3rd grade Phonics, Barton and additional small group push-in support from coaches and administration.

Administration also confers with parents and families of students who have previously scored a Level 1, 2 or 2-3 bubble or lower 25% on FSA. This data chat is personal and gets parents involved and prepared with the resources to help their child be successful. Whole school parent and family workshops are also available to engage parents in their child's work and progress. Resources for target skills are provided to parents so follow up can continue at home.

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: After School Program

Minutes added to school year: 3,960

To provide after school reading and math remediation support for all students in the area of reading, math and science. We will utilize various types of data to determine differentiated instructional needs. For example, FSA Scores, CGA Baseline, End of Unit Module Assessments, mid-year assessment, i-Ready, I-Ready-Standards Mastery, Achieve 3000, and teacher made assessments.

Strategy Rationale

After school tutoring for Reading, math, and science provides students with additional opportunities for supporting reading comprehension, vocabulary, stamina, and phonemic awareness. After school tutoring for math will focus on decomposing mathematical word problems, place value, fluency, and mathematical practices as well providing students with the opportunity to have additional practice on mathematical benchmarks that they are deficiencies in during class time.

After school tutoring for science, allows students with the opportunity to extend their learning by providing students with the opportunity to complete science hands on activities as well as giving students the opportunity to work with the level science readers, analyzing data, and other science center related activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Latimer, Patricia, latimerp@duvalschools.org

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

All students' reading and math data sources as well as district science PMA's are utilized to determine effectiveness of the implemented strategies; such as, third grade current FSA results. We also used Module Assessments, I-Ready-Standards Mastery, Achieve 3000 and i-Ready. For i-Ready, we used the Profile 1-5.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Local preschools have the opportunity to tour Arlington Heights Elementary in the spring. This tour includes having lunch in the cafeteria, participating in a classroom activity, and shadowing a Kindergarten class and "buddy" for a day. This will help orient students and parents to our school and will assist with recruitment of potential students. Additionally, as parents register their students, they are given an information packet with relevant information for a successful school year.

PreKindergarten and Kindergarten Meet & Greet is held separate from the 1st-5th grades to provide a smaller, inviting environment for our students and families. At this time, parents have the opportunity to ask questions to best prepare their child for Kindergarten. FLKRS, DAR, and i-Ready assessments will be utilized for determining readiness. Based upon the data collection, teachers will analyze the results and plan for differentiated small group instruction.

During the 4th quarter teachers have opportunities for their upcoming classes to visit them and "buddy" with a student: Kg visits 1st, 1st visits 2nd, 2nd visits 3rd, 3rd visits 4th and 4th visits 5th. Students are able to engage developmentally appropriate activities to facilitate their curiosity and understanding of expectations for a successful upcoming school year.

5th Graders have opportunities to visit feeder schools and schools of Choice which interest their families. Guidance Counselors from feeder schools are invited to a 5th Grade Transition Night which provides our families opportunities to learn about opportunities that are available in the upcoming years. It also opens the door to building relationships between students, families and middle schools before students make the final transition. Families of students who have individual special needs may participate in joint elementary-middle school meetings to assist with preparing IEPs, 504s, pending cases and ensuring both students and parents are confidently informed about the upcoming school year.

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.

Guidance Counselor provides college and career instructional lessons through district programs. During second semester the guidance counselor will conduct a college and career week. All students, faculty and stakeholders actively engage in "Arlington Heights Elementary Goes to College". Students set goals for their future and participate in lessons and activities which extend their curiosity and personal goal setting for the future.

During STEAM activities, University of North Florida, JEA and numerous other partnerships join together and allow students to explore activities relating to the community and future opportunities within college and career.

The district provides STEAM local and state wide STEAM related field trips. This exposure builds background knowledge and interest in various colleges and work place fields of study.

T.E.A.M. Up also encourages curiosity and interest in career and college readiness through academic and enrichment S.T.E.A.M. activities such as engineering and drum lines, as well as, field trips exposing them to local and state opportunities.

Faith-Based and Community Partners such as Jacksonville University and the Living Waters Church sponsor community projects that support A.H.E. Students are able to actively engage and learn from these organizations and complete school wide community projects relating to curriculum extensions.

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

Students will leave Arlington Heights Elementary with a well rounded education in Science, Technology, Engineering, Arts and Mathematics. English and Language Arts is infused throughout all content areas providing greater access to integrated content and understanding.

Students have opportunities to participate in Honor Society, Patrols, Student Council, Cathedral Arts and TEAM UP. These programs encourage creativity, responsibility and leadership within areas of interest and allow students opportunities to explore new areas of interest.

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

Career and College awareness activities are strategically planned throughout the year. In addition, Achieve 3000 provides opportunities for extension activities based on career topics of student choice. During the Choice Expo and following weeks, families are provided with opportunities to explore programs available in DCPS.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 A.H.E. implements a comprehensive, individualized professional opportunities that effectively meet individual teacher needs by deepening knowledge of students, content, curriculum resources and pedagogy, then a Common Vision for Excellent Instruction will be implemented with fidelity across all classrooms resulting in a positive school culture and increased student reading and math learning gains for all students, as well as, the lower 25%.
- G2.** If the Arlington Heights Elementary learning community create, implement a school wide behavior plan and consistently revise it for continuous improvement, then stakeholder ownership will increase, faculty morale and the overall culture of the school will improve resulting in increased achievement.

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.H.E. implements a comprehensive, individualized professional opportunities that effectively meet individual teacher needs by deepening knowledge of students, content, curriculum resources and pedagogy, then a Common Vision for Excellent Instruction will be implemented with fidelity across all classrooms resulting in a positive school culture and increased student reading and math learning gains for all students, as well as, the lower 25%. . 1a

G098026

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Inconsistencies within teacher content knowledge and experience with Florida Standards, Data Management Systems, Duval County curriculum components, assessing student work to standards and content specific Visions of Excellence.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Management Systems (Unify, I-Ready, Achieve 3000, Penda, Florida Standards, C-Palms, Visions of Excellence, DCPS Curriculum Guides/Frameworks and Resources/Blackboard, ELA & Math onsite coaches, RtI Problem Solving Team, Leadership Team, District Specialists, FL MTSS, FSA Portal Resources, Florida Everglades and Item Specifications

Plan to Monitor Progress Toward G1. 8

Leadership Team, Administrative Team and SAC will monitor progress towards Goal #1 monthly.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

K-5th I-Ready Math and Reading Usage, Achievement Reports and Growth Diagnostics Small Group Accountability FCIM Outcomes Curriculum Guide content specific district assessments and Exit Tickets 3rd-5th Achieve 3000 Fall, Winter, Spring Level Sets Achieve 3000 Usage 75% 1st Attempt (Weekly) 75% 2nd Lesson (Weekly) Penda Weekly and Monthly Reports Instructional Rounding Outcomes using content specific Common Vision of Excellence Forms CAST Observation Indicators GALLUP Survey Data FAME Survey Data

G2. If the Arlington Heights Elementary learning community create, implement a school wide behavior plan and consistently revise it for continuous improvement, then stakeholder ownership will increase, faculty morale and the overall culture of the school will improve resulting in increased achievement. 1a

G098027

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
School Climate Survey - Student	75.0
School Climate Survey - Staff	

Targeted Barriers to Achieving the Goal 3

- Inconsistent expectations and ownership of school wide behaviors leading to low engagement
- Positive recognition lacks intention and purpose

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialist and Office of Climate and Culture, CHAMPS, Untapped Human Capital

Plan to Monitor Progress Toward G2. 8

Leadership Team, Administrative Team and S.A.C. will conduct a monthly review of determine effectiveness of implementation of Goal #1.

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

GALLUP Spring to Fall Q12 Engagement Survey GALLUP 5th Grade Engagement Survey CAST and IPDP Summative Indicators and Ratings Parent Involvement Feedback and Exit Tickets Community and Faith Based Partnership Feedback Comparison Data from 2015-16 baseline data to 2017-18 Attendance, Discipline Data Attendance Data CAST Domain 2 Summative Data Student Achievement FSA and End of Year 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 A.H.E. implements a comprehensive, individualized professional opportunities that effectively meet individual teacher needs by deepening knowledge of students, content, curriculum resources and pedagogy, then a Common Vision for Excellent Instruction will be implemented with fidelity across all classrooms resulting in a positive school culture and increased student reading and math learning gains for all students, as well as, the lower 25%. . 1

G098026

G1.B1 Inconsistencies within teacher content knowledge and experience with Florida Standards, Data Management Systems, Duval County curriculum components, assessing student work to standards and content specific Visions of Excellence. 2

B263591

G1.B1.S1 Develop teacher content knowledge of Florida Standards and assessment specifications, DCPS curriculum and aligned resources, as well as, the Student Equip Protocol. 4

S279163

Strategy Rationale

Six core teachers are have previous experience in current grade level and/or subject matter.

Action Step 1 5

Create and implement a comprehensive school wide professional development plan that provides for teacher choice within job embedded and offsite PD opportunities and a variety of delivery methods during Early Release Wednesdays and Faculty Meetings, before during and after school. The plan will be flexible and based on multiple school wide data outcomes that include but are not limited to student data, teacher surveys, IPDPs, CAST indicators, instructional rounding outcomes and district/school wide initiatives.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Professional Development Plan, Monthly PD Plans, Attendance and Exit Tickets; Coaching Logs, Lesson Study and Coaching Cycle Artifacts; Surveys and IPDPs; Instructional Rounding, CAST Outcomes; Academic Data

Action Step 2 5

Administration, coaches, teachers and specialists will collaborate weekly during common planning sessions as established in the master schedule. Planning sessions will be structured to include lesson study protocols, relevant student data outcomes and work samples resulting in increased achievement through differentiated instruction within Gradual Release and Center Rotations.

Person Responsible

Charlene McEarl

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Common Planning Agendas, Minutes and Artifacts; Coaching Logs; Lesson Plans, Instructional Rounding and CAST Outcomes; Related Student Achievement Data

Action Step 3 5

Provide specific training and common planning to teachers to develop a school wide common understanding for effectively demonstrating knowledge of ELL, ESE, 504 and pending Rtl students to inform instructional decision making.

Person Responsible

Charlene McEarl

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Specialist and Coaching Logs; Professional Development and Planning Session Agendas, Minutes and Attendance; Lesson Plans, Instructional Rounding and CAST Outcomes; Related Student Subgroup Data

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

The yearlong Professional Development Plan, Exit Tickets and attendance will be monitored by the Leadership Team. The monthly Professional Development Plan, Exit Tickets and attendance will be monitored by the Leadership Team. Completion and follow up activities will be noted to capture continuous improvement.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leadership Team Meeting Agenda, Minutes and Artifacts

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

Collaborative planning agendas, minutes, Instructional Rounding and student achievement outcomes will be monitored by the Leadership. Instructional Rounding and CAST outcomes will be separately monitored by the Administrative Team Members.

Person Responsible

Charlene McEarl

Schedule

On 5/31/2018

Evidence of Completion

Leadership and Administrative Agenda, Minutes, and Artifacts

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

A common vision for instructional excellence of identified subgroups ELL, ESE, 504, and RtI will be monitored during a monthly review of Professional Development attendance and exit tickets. In addition, the transference of new understandings will be monitored through common planning minutes, lesson plans and instruction during weekly instructional rounding and CAST outcomes, as well as, subgroup achievement data.

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leadership Team agenda and minutes, Instructional Rounding outcomes, CAST Indicators and Student Subgroup Achievement Data

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

Student Achievement Data Review will be conducted every three weeks by Leadership to determine effectiveness.

Person Responsible

Charlene McEarl

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 and i-Ready Usage Reports and Level Sets; Standards Remediation Unify Reports; District Scrimmages and benchmarks;

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

Instructional Rounding and CAST Domain Indicators will be reviewed monthly to determine effectiveness.

Person Responsible

Charlene McEarl

Schedule

On 5/31/2018

Evidence of Completion

CAST Domain Reports and Instructional Rounding Charts- Records

G1.B1.S2 Develop effective instructional practices aligned to the DCPS content specific Vision of Excellence Instruction, CAST indicators and individual student needs. 4

 S279164

Strategy Rationale

Data indicates that most teachers are unfamiliar with the Visions of Excellence, highly quality practices for differentiating to include the most diverse learner.

Action Step 1 5

Ongoing Collaborative Planning with teachers

Person Responsible

Charlene McEarl

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

On going Professional Development with teachers and monitoring evidence of learning

Person Responsible

Charlene McEarl

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Interactive Journals, Informal Observations, Data Collection

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Administrative Team will monitor the fidelity and effectiveness monthly.

Person Responsible

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Instructional Rounding using the content specific Visions of Instructional Excellence CAST Indicators Coach/specialists Coaching Logs Student Achievement Data: Small group accountability, Exit Tickets, CG Assessments, I-Ready, Achieve 3000 and Penda

G1.B1.S3 Utilize additional resources to support the needs of all children. 4

S279165

Strategy Rationale

Data indicates that the teacher use of additional instructional materials will assist with student reading comprehension

Action Step 1 5

Engage in a problem solving process with the district to establish our school's instructional needs.

Person Responsible

Charlene McEarl

Schedule

On 8/31/2018

Evidence of Completion

action plan and notesNeeds assessment

Action Step 2 5

Purchase additional curriculum resources to meet the needs of students.

Person Responsible

Charlene McEarl

Schedule

On 8/31/2018

Evidence of Completion

action plan and notes

Action Step 3 5

Collaborate with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity

Person Responsible

Charlene McEarl

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

Progress monitoring tools established during action planning meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review needs assessment, product order, PD and monitoring tools to ensure complete alignment

Person Responsible

Charlene McEarl

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

materials, notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Schools leadership team will hold monthly meetings. Also, school leadership team will meet with district support staff to ensure learning experiences from items purchased are having a positive impact on observational data

Person Responsible

Charlene McEarl

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

Classroom walkthroughs, teacher feedback/next steps, lesson plans and coaching logs

G2. If the Arlington Heights Elementary learning community create, implement a school wide behavior plan and consistently revise it for continuous improvement, then stakeholder ownership will increase, faculty morale and the overall culture of the school will improve resulting in increased achievement. 1

G098027

G2.B1 Inconsistent expectations and ownership of school wide behaviors leading to low engagement 2

B263592

G2.B1.S1 Increase ownership of all adult and student behaviors school wide. 4

S279166

Strategy Rationale

Cultural, discipline, attendance, engagement surveys, early warning systems, enrollment and other data sources indicate a few persons have invested ownership which is required for a positive and productive learning and teaching environment.

Action Step 1 5

Faculty, staff and students will actively engage in one of four positive behavior PLCs: of their choosing: Proactive Discipline/Attendance Plan, Character Development, Student Involvement and 7 Habits Leadership.

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Team Rosters, Agendas, Minutes and Attendance

Action Step 2 5

The school wide mission will be revisited by all stakeholders and redefined to accurately reflect the vision and beliefs at Arlington Heights Elementary.

Person Responsible

Charlene McEarl

Schedule

Biweekly, from 8/14/2017 to 9/30/2017

Evidence of Completion

Agenda, Original and Revised Mission

Action Step 3 5

Guidelines for Success will be defined through consensus, marketed and implemented with fidelity.

Person Responsible

Charlene McEarl

Schedule

Annually, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

The Leadership Team will monitor monthly Team Agendas, Minutes and Outcomes.

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Team Agendas, Minutes, Attendance and targeted artifacts

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

The revised mission and SAC minutes will be reviewed in November to ensure fidelity.

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Faculty planning Agendas and Minutes; SAC Agenda, Minutes and Attendance; Random artifacts communicating the mission and work around the mission will be collected.

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

Guidelines for Success Artifacts will be collected by the Leadership Team and reviewed monthly to determine fidelity.

Person Responsible

Nichol Martin

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

"The 7 Habits of Happy Kids" artifacts and GFS Artifacts such as Pictures of Displays and Activities, School Wide Binder

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

The Leadership will review Team Binders, Agendas and Minutes, as well as, PFEP Attendance and Exit Tickets monthly.

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Attendance Data Discipline Data Proactive Discipline/Attendance Team, Character Development Team, Student Engagement Team and The 7 Habits of Happy Kids Team Agendas, Minutes and Attendance

G2.B2 Positive recognition lacks intention and purpose 2

B263593

G2.B2.S1 Increase strategic, positive recognition, leadership and celebration opportunities 4

S279167

Strategy Rationale

Increasing celebrations will improve connected for all stakeholders and result in a more positive environment for teaching and learning

Action Step 1 5

Build upon the implementation of the 2016-2017 faculty book study of The Leader in Me to include faculty, students, families and communities through The 7 Habits of Happy Kids by Sean Covey.

Person Responsible

Kathryn Kelly

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Book of the Month Timeline and Activity Artifacts

Action Step 2 5

The Sunshine Club recognizes all faculty birthdays during Faculty Meetings: celebrate August and June in May. Students receive a "Happy Birthday" treat. Student Birthdays will be recognized with Birthday "Treats".

Person Responsible

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 3 5

Establish and maintain a student driven “Random Acts of Kindness” display.

Person Responsible

Nichol Martin

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Step 4 5

Add Penda to current I-Ready and Achieve 3000 celebrations. Include on weekly announcements.

Person Responsible

Regina Rowan-Thomas

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Step 5 5

Designate and maintain a monthly T.W.E.E.T display: “Teachers Working Everyday Encouraging Teachers”. ‘Teachers’ are defined as all who positively contribute to teaching the whole child, not a certified personnel position. TWEETS will be used to randomly select and recognize Teacher of the Month.

Person Responsible

Charlene McEarl

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Step 6 5

Schedule and recognize all volunteers, community and faith based partners during both first and second semesters.

Person Responsible

Regina Rowan-Thomas

Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Awards Lists, Pictures and Artifacts

Action Step 7 5

Implement Positive Paws and Student of the Month programs with fidelity.

Person Responsible

Nichol Martin

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Announcements, Student of the Month Record Sheet, Positive Paw Record Sheet

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

The Leadership Team Members will collect artifacts monthly for determination of fidelity.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Artifacts from The 7 Habits of Happy Kids, Positive Paws, Announcements, Student of the Month, Teacher of the Month, Character Board, and school wide binder of team agendas and minutes

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

The Mission development process will be reviewed by the Administrative Team in November to ensure fidelity and implementation.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Faculty Meeting Agenda and Minutes; SAC Agenda and Minutes; Random Samples of Communications

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

Guidelines for Success will be collected and reviewed by the Leadership Team Monthly.

Person Responsible

Nichol Martin

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Team Agenda, Minutes and Attendance; Discipline Data; Attendance Data; GFS Artifacts such as pictures

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

The Leadership, Administrative Teams and SAC will review evidence monthly to determine effectiveness of implementation.

Person Responsible

Charlene McEarl

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLC attendance, agendas and minutes Parent Involvement Black Box Mission Statement Displays Evidence of Guidelines for Success from Instructional Rounding PLC attendance, agendas and minutes Parent Involvement Black Box Mission Statement Displays Evidence of Guidelines for Success from Instructional Rounding Student of the Month, Penda, I-Ready and Achieve 3000 Weekly Celebration Logs Faculty Meeting Agendas and Minutes Sunshine Club Emails and Artifacts

G2.B2.S2 Leverage the IMPACT services to meet the individual needs of students **4**

 S279168

Strategy Rationale

having dedicated and consistent services to promote positive behavior

Action Step 1 **5**

Collaborate with the IMPACT team to establish an ongoing needs assessment for students

Person Responsible

Nichol Martin

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

completed and up to date needs assessment

Action Step 2 **5**

IMPACT Team works with identified students to provide support for these students.

Person Responsible

Nichol Martin

Schedule

Biweekly, from 10/23/2017 to 8/31/2018

Evidence of Completion

completed calendar, sign-in sheets, logs and notes

Action Step 3 **5**

Continuously update needs assessments on a monthly basis to identify new students

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

Agenda from needs assessment and notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Meet with the guidance counselor and IMPACT Team to review the needs assessments

Person Responsible

Regina Rowan-Thomas

Schedule

On 8/31/2018

Evidence of Completion

Agenda, notes, feedback and follow-up with next steps

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Decrease in attendance, referrals, as well as improvement in classroom behavior

Person Responsible

Regina Rowan-Thomas

Schedule

Monthly, from 10/16/2017 to 8/31/2018

Evidence of Completion

FOCUS attendance, referral data and teacher feedback notes as well as classroom observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A2 A376141	The school wide mission will be revisited by all stakeholders and redefined to accurately reflect...	McEarl, Charlene	8/14/2017	Agenda, Original and Revised Mission	9/30/2017 biweekly
G1.MA1 M406750	Leadership Team, Administrative Team and SAC will monitor progress towards Goal #1 monthly.	McEarl, Charlene	8/14/2017	K-5th I-Ready Math and Reading Usage, Achievement Reports and Growth Diagnostics Small Group Accountability FCIM Outcomes Curriculum Guide content specific district assessments and Exit Tickets 3rd-5th Achieve 3000 Fall, Winter, Spring Level Sets Achieve 3000 Usage 75% 1st Attempt (Weekly) 75% 2nd Lesson (Weekly) Penda Weekly and Monthly Reports Instructional Rounding Outcomes using content specific Common Vision of Excellence Forms CAST Observation Indicators GALLUP Survey Data FAME Survey Data	5/31/2018 monthly
G2.MA1 M406761	Leadership Team, Administrative Team and S.A.C. will conduct a monthly review of determine...	Rowan-Thomas, Regina	9/1/2017	GALLUP Spring to Fall Q12 Engagement Survey GALLUP 5th Grade Engagement Survey CAST and IPDP Summative Indicators and Ratings Parent Involvement Feedback and Exit Tickets Community and Faith Based Partnership Feedback Comparison Data from 2015-16 baseline data to 2017-18 Attendance, Discipline Data Attendance Data CAST Domain 2 Summative Data Student Achievement FSA and End of Year Data	5/31/2018 monthly
G1.B1.S1.MA1 M406741	Student Achievement Data Review will be conducted every three weeks by Leadership to determine...	McEarl, Charlene	8/14/2017	Achieve 3000 and i-Ready Usage Reports and Level Sets; Standards Remediation Unify Reports; District Scrimmages and benchmarks;	5/31/2018 weekly
G1.B1.S1.MA2 M406742	Instructional Rounding and CAST Domain Indicators will be reviewed monthly to determine...	McEarl, Charlene	9/1/2017	CAST Domain Reports and Instructional Rounding Charts- Records	5/31/2018 one-time
G1.B1.S1.MA1 M406743	The yearlong Professional Development Plan, Exit Tickets and attendance will be monitored by the...	McEarl, Charlene	8/14/2017	Leadership Team Meeting Agenda, Minutes and Artifacts	5/31/2018 monthly
G1.B1.S1.MA3 M406744	Collaborative planning agendas, minutes, Instructional Rounding and student achievement outcomes...	McEarl, Charlene	9/1/2017	Leadership and Administrative Agenda, Minutes, and Artifacts	5/31/2018 one-time
G1.B1.S1.MA6 M406745	A common vision for instructional excellence of identified subgroups ELL, ESE, 504, and Rtl will be...		8/14/2017	Leadership Team agenda and minutes, Instructional Rounding outcomes, CAST Indicators and Student Subgroup Achievement Data	5/31/2018 weekly
G1.B1.S1.A1 A376133	Create and implement a comprehensive school wide professional development plan that provides for...	McEarl, Charlene	8/14/2017	Professional Development Plan, Monthly PD Plans, Attendance and Exit Tickets; Coaching Logs, Lesson Study and Coaching Cycle Artifacts; Surveys and IPDPs; Instructional Rounding, CAST Outcomes; Academic Data	5/31/2018 monthly
G1.B1.S1.A2 A376134	Administration, coaches, teachers and specialists will collaborate weekly during common planning...	McEarl, Charlene	8/14/2017	Common Planning Agendas, Minutes and Artifacts; Coaching Logs; Lesson Plans, Instructional Rounding and CAST Outcomes; Related Student Achievement Data	5/31/2018 weekly

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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
G1.B1.S1.A3 A376135	Provide specific training and common planning to teachers to develop a school wide common...	McEarl, Charlene	8/14/2017	Specialist and Coaching Logs; Professional Development and Planning Session Agendas, Minutes and Attendance; Lesson Plans, Instructional Rounding and CAST Outcomes; Related Student Subgroup Data	5/31/2018 weekly
G2.B1.S1.MA1 M406751	The Leadership will review Team Binders, Agendas and Minutes, as well as, PFEP Attendance and Exit...	Rowan-Thomas, Regina	8/14/2017	Attendance Data Discipline Data Proactive Discipline/Attendance Team, Character Development Team, Student Engagement Team and The 7 Habits of Happy Kids Team Agendas, Minutes and Attendance	5/31/2018 monthly
G2.B1.S1.MA1 M406752	The Leadership Team will monitor monthly Team Agendas, Minutes and Outcomes.	Rowan-Thomas, Regina	9/1/2017	Team Agendas, Minutes, Attendance and targeted artifacts	5/31/2018 monthly
G2.B1.S1.MA5 M406753	The revised mission and SAC minutes will be reviewed in November to ensure fidelity.	Rowan-Thomas, Regina	8/14/2017	Faculty planning Agendas and Minutes; SAC Agenda, Minutes and Attendance; Random artifacts communicating the mission and work around the mission will be collected.	5/31/2018 monthly
G2.B1.S1.MA6 M406754	Guidelines for Success Artifacts will be collected by the Leadership Team and reviewed monthly to...	Martin, Nichol	9/1/2017	"The 7 Habits of Happy Kids" artifacts and GFS Artifacts such as Pictures of Displays and Activities, School Wide Binder	5/31/2018 monthly
G2.B1.S1.A1 A376140	Faculty, staff and students will actively engage in one of four positive behavior PLCs: of their...	Rowan-Thomas, Regina	9/1/2017	Team Rosters, Agendas, Minutes and Attendance	5/31/2018 monthly
G2.B1.S1.A3 A376142	Guidelines for Success will be defined through consensus, marketed and implemented with fidelity.	McEarl, Charlene	9/1/2017		5/31/2018 annually
G2.B2.S1.MA1 M406755	The Leadership, Administrative Teams and SAC will review evidence monthly to determine...	McEarl, Charlene	9/1/2017	PLC attendance, agendas and minutes Parent Involvement Black Box Mission Statement Displays Evidence of Guidelines for Success from Instructional Rounding PLC attendance, agendas and minutes Parent Involvement Black Box Mission Statement Displays Evidence of Guidelines for Success from Instructional Rounding Student of the Month, Penda, I-Ready and Achieve 3000 Weekly Celebration Logs Faculty Meeting Agendas and Minutes Sunshine Club Emails and Artifacts	5/31/2018 monthly
G2.B2.S1.MA1 M406756	The Leadership Team Members will collect artifacts monthly for determination of fidelity.	McEarl, Charlene	9/1/2017	Artifacts from The 7 Habits of Happy Kids, Positive Paws, Announcements, Student of the Month, Teacher of the Month, Character Board, and school wide binder of team agendas and minutes	5/31/2018 monthly
G2.B2.S1.MA3 M406757	The Mission development process will be reviewed by the Administrative Team in November to ensure...	McEarl, Charlene	8/14/2017	Faculty Meeting Agenda and Minutes; SAC Agenda and Minutes; Random Samples of Communications	5/31/2018 monthly
G2.B2.S1.MA4 M406758	Guidelines for Success will be collected and reviewed by the Leadership Team Monthly.	Martin, Nichol	9/1/2017	Team Agenda, Minutes and Attendance; Discipline Data; Attendance Data; GFS Artifacts such as pictures	5/31/2018 monthly
G2.B2.S1.A1 A376143	Build upon the implementation of the 2016-2017 faculty book study of The Leader in Me to include...	Kelly, Kathryn	8/14/2017	Book of the Month Timeline and Activity Artifacts	5/31/2018 monthly
G2.B2.S1.A2 A376144	The Sunshine Club recognizes all faculty birthdays during Faculty Meetings: celebrate August and...		8/14/2017		5/31/2018 monthly

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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
G2.B2.S1.A3 A376145	Establish and maintain a student driven "Random Acts of Kindness" display.	Martin, Nichol	9/1/2017		5/31/2018 monthly
G2.B2.S1.A4 A376146	Add Penda to current I-Ready and Achieve 3000 celebrations. Include on weekly announcements.	Rowan-Thomas, Regina	9/1/2017		5/31/2018 weekly
G2.B2.S1.A5 A376147	Designate and maintain a monthly T.W.E.E.T display: "Teachers Working Everyday Encouraging..."	McEarl, Charlene	9/1/2017		5/31/2018 daily
G2.B2.S1.A6 A376148	Schedule and recognize all volunteers, community and faith based partners during both first and...	Rowan-Thomas, Regina	9/1/2017	Awards Lists, Pictures and Artifacts	5/31/2018 semiannually
G2.B2.S1.A7 A376149	Implement Positive Paws and Student of the Month programs with fidelity.	Martin, Nichol	9/1/2017	Announcements, Student of the Month Record Sheet, Positive Paw Record Sheet	5/31/2018 daily
G1.B1.S2.MA1 M406746	The Administrative Team will monitor the fidelity and effectiveness monthly.		9/1/2017	Instructional Rounding using the content specific Visions of Instructional Excellence CAST Indicators Coach/ specialists Coaching Logs Student Achievement Data: Small group accountability, Exit Tickets, CG Assessments, I-Ready, Achieve 3000 and Penda	5/31/2018 monthly
G1.B1.S2.MA1 M406747	On going Professional Development with teachers and monitoring evidence of learning	McEarl, Charlene	8/14/2017	Lesson Plans, Interactive Journals, Informal Observations, Data Collection	5/31/2018 weekly
G1.B1.S2.A1 A376136	Ongoing Collaborative Planning with teachers	McEarl, Charlene	9/1/2017	Lesson Plans, Interactive Journals, Informal Observations	5/31/2018 weekly
G2.B2.S2.MA1 M406759	Decrease in attendance, referrals, as well as improvement in classroom behavior	Rowan-Thomas, Regina	10/16/2017	FOCUS attendance, referral data and teacher feedback notes as well as classroom observations	8/31/2018 monthly
G2.B2.S2.MA1 M406760	Meet with the guidance counselor and IMPACT Team to review the needs assessments	Rowan-Thomas, Regina	10/16/2017	Agenda, notes, feedback and follow-up with next steps	8/31/2018 one-time
G2.B2.S2.A1 A376150	Collaborate with the IMPACT team to establish an ongoing needs assessment for students	Martin, Nichol	10/16/2017	completed and up to date needs assessment	8/31/2018 monthly
G2.B2.S2.A2 A376151	IMPACT Team works with identified students to provide support for these students.	Martin, Nichol	10/23/2017	completed calendar, sign-in sheets, logs and notes	8/31/2018 biweekly
G2.B2.S2.A3 A376152	Continuously update needs assessments on a monthly basis to identify new students	Rowan-Thomas, Regina	10/16/2017	Agenda from needs assessment and notes	8/31/2018 monthly
G1.B1.S3.MA1 M406748	Schools leadership team will hold monthly meetings. Also, school leadership team will meet with...	McEarl, Charlene	10/16/2017	Classroom walkthroughs, teacher feedback/next steps, lesson plans and coaching logs	8/31/2018 monthly
G1.B1.S3.MA1 M406749	Review needs assessment, product order, PD and monitoring tools to ensure complete alignment	McEarl, Charlene	10/16/2017	materials, notes	8/31/2018 monthly
G1.B1.S3.A1 A376137	Engage in a problem solving process with the district to establish our school's instructional...	McEarl, Charlene	10/16/2017	action plan and notesNeeds assessment	8/31/2018 one-time
G1.B1.S3.A2 A376138	Purchase additional curriculum resources to meet the needs of students.	McEarl, Charlene	10/16/2017	action plan and notes	8/31/2018 one-time
G1.B1.S3.A3 A376139	Collaborate with district support to hold professional development and establish proper monitoring...	McEarl, Charlene	10/16/2017	Progress monitoring tools established during action planning meeting	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. If A.H.E. implements a comprehensive, individualized professional opportunities that effectively meet individual teacher needs by deepening knowledge of students, content, curriculum resources and pedagogy, then a Common Vision for Excellent Instruction will be implemented with fidelity across all classrooms resulting in a positive school culture and increased student reading and math learning gains for all students, as well as, the lower 25% . .

G1.B1 Inconsistencies within teacher content knowledge and experience with Florida Standards, Data Management Systems, Duval County curriculum components, assessing student work to standards and content specific Visions of Excellence.

G1.B1.S1 Develop teacher content knowledge of Florida Standards and assessment specifications, DCPS curriculum and aligned resources, as well as, the Student Equip Protocol.

PD Opportunity 1

Create and implement a comprehensive school wide professional development plan that provides for teacher choice within job embedded and offsite PD opportunities and a variety of delivery methods during Early Release Wednesdays and Faculty Meetings, before during and after school. The plan will be flexible and based on multiple school wide data outcomes that include but are not limited to student data, teacher surveys, IPDPs, CAST indicators, instructional rounding outcomes and district/ school wide initiatives.

Facilitator

Various

Participants

K-5 Teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Administration, coaches, teachers and specialists will collaborate weekly during common planning sessions as established in the master schedule. Planning sessions will be structured to include lesson study protocols , relevant student data outcomes and work samples resulting in increased achievement through differentiated instruction within Gradual Release and Center Rotations.

Facilitator

Various

Participants

K-5 and Resource Teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

PD Opportunity 3

Provide specific training and common planning to teachers to develop a school wide common understanding for effectively demonstrating knowledge of ELL, ESE, 504 and pending Rtl students to inform instructional decision making.

Facilitator

Various

Participants

PK-5 Teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G1.B1.S2 Develop effective instructional practices aligned to the DCPS content specific Vision of Excellence Instruction, CAST indicators and individual student needs.

PD Opportunity 1

Ongoing Collaborative Planning with teachers

Facilitator

P. Latimer and R. Thomas

Participants

Faculty

Schedule

Weekly, from 9/1/2017 to 5/31/2018

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	Create and implement a comprehensive school wide professional development plan that provides for teacher choice within job embedded and offsite PD opportunities and a variety of delivery methods during Early Release Wednesdays and Faculty Meetings, before during and after school. The plan will be flexible and based on multiple school wide data outcomes that include but are not limited to student data, teacher surveys, IPDPs, CAST indicators, instructional rounding outcomes and district/school wide initiatives.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2401 - Arlington Heights Elementary School			\$0.00
Notes: Notes						
2	G1.B1.S1.A2	Administration, coaches, teachers and specialists will collaborate weekly during common planning sessions as established in the master schedule. Planning sessions will be structured to include lesson study protocols , relevant student data outcomes and work samples resulting in increased achievement through differentiated instruction within Gradual Release and Center Rotations.				\$0.00
3	G1.B1.S1.A3	Provide specific training and common planning to teachers to develop a school wide common understanding for effectively demonstrating knowledge of ELL, ESE, 504 and pending Rtl students to inform instructional decision making.				\$0.00
4	G1.B1.S2.A1	Ongoing Collaborative Planning with teachers				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2401 - Arlington Heights Elementary School			\$0.00
Notes: Notes						
5	G1.B1.S3.A1	Engage in a problem solving process with the district to establish our school's instructional needs.				\$0.00
6	G1.B1.S3.A2	Purchase additional curriculum resources to meet the needs of students.				\$38,400.02
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	2401 - Arlington Heights Elementary School	UniSIG		\$1,609.07
Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready Site License						
	5100	510-Supplies	2401 - Arlington Heights Elementary School	UniSIG		\$32,313.05
Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI)						

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	5100	510-Supplies	2401 - Arlington Heights Elementary School	UniSIG		\$4,477.90
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling student kit and materials</i>			
7	G1.B1.S3.A3	Collaborate with district support to hold professional development and establish proper monitoring tools ensure implementation is being done with fidelity				\$19,654.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	2401 - Arlington Heights Elementary School	UniSIG		\$523.54
			<i>Notes: Houghton Mifflin Harcourt - Saxon Phonics & Spelling Training Started Full Day Professional Development</i>			
	6400	310-Professional and Technical Services	2401 - Arlington Heights Elementary School	UniSIG		\$1,384.04
			<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>			
	6400	311-Subagreements up to \$25,000	2401 - Arlington Heights Elementary School	UniSIG		\$1,478.93
			<i>Notes: Contracted Services - First \$25,000 -Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
	6400	312-Subagreements greater than \$25,000	2401 - Arlington Heights Elementary School	UniSIG		\$16,268.20
			<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
8	G2.B1.S1.A1	Faculty, staff and students will actively engage in one of four positive behavior PLCs: of their choosing: Proactive Discipline/Attendance Plan, Character Development, Student Involvement and 7 Habits Leadership.				\$0.00
9	G2.B1.S1.A2	The school wide mission will be revisited by all stakeholders and redefined to accurately reflect the vision and beliefs at Arlington Heights Elementary.				\$0.00
10	G2.B1.S1.A3	Guidelines for Success will be defined through consensus, marketed and implemented with fidelity.				\$0.00
11	G2.B2.S1.A1	Build upon the implementation of the 2016-2017 faculty book study of The Leader in Me to include faculty, students, families and communities through The 7 Habits of Happy Kids by Sean Covey.				\$0.00
12	G2.B2.S1.A2	The Sunshine Club recognizes all faculty birthdays during Faculty Meetings: celebrate August and June in May. Students receive a "Happy Birthday" treat. Student Birthdays will be recognized with Birthday "Treats".				\$0.00
13	G2.B2.S1.A3	Establish and maintain a student driven "Random Acts of Kindness" display.				\$0.00
14	G2.B2.S1.A4	Add Penda to current I-Ready and Achieve 3000 celebrations. Include on weekly announcements.				\$0.00
15	G2.B2.S1.A5	Designate and maintain a monthly T.W.E.E.T display: "Teachers Working Everyday Encouraging Teachers". 'Teachers' are defined as all who positively contribute to teaching the whole child, not a certified personnel position. TWEETS will be used to randomly select and recognize Teacher of the Month.				\$0.00

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16	G2.B2.S1.A6	Schedule and recognize all volunteers, community and faith based partners during both first and second semesters.				\$0.00
17	G2.B2.S1.A7	Implement Positive Paws and Student of the Month programs with fidelity.				\$0.00
18	G2.B2.S2.A1	Collaborate with the IMPACT team to establish an ongoing needs assessment for students				\$93,017.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	2401 - Arlington Heights Elementary School	UniSIG		\$1,478.93
			<i>Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6100	312-Subagreements greater than \$25,000	2401 - Arlington Heights Elementary School	UniSIG		\$84,518.52
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6400	312-Subagreements greater than \$25,000	2401 - Arlington Heights Elementary School	UniSIG		\$7,020.00
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
19	G2.B2.S2.A2	IMPACT Team works with identified students to provide support for these students.				\$0.00
20	G2.B2.S2.A3	Continuously update needs assessments on a monthly basis to identify new students				\$0.00
					Total:	\$151,072.18