Duval County Public Schools

Arlington Middle School

2019-20 Schoolwide Improvement Plan

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Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

http://www.duvalschools.org/arlingtonmiddle

Demographics

Principal: Scott Stuart

Start Date for this Principal: 7/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (40%) 2016-17: D (35%) 2015-16: D (38%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	D

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

All of our students will succeed in school, be prepared for the workforce and become interested, involved citizens.

Provide the school's vision statement.

To guide and oversee the implementation if a system of school improvements and accountability which will result in educational excellence and the highest level of student learning, and thereby, the opportunity for every Arlington Middle School student to be successful in a global economy, changing social structure and be both a contributing and productive citizen.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Daniels, Evan	Principal	Evan Daniels (Principal): Mr. Daniels primary role and responsibility as principal of Arlington Middle School is to serve as the campus Instructional Leader. Through ongoing review of data and trends, Mr. Daniels is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed in a manner which ensures students have immediate opportunities to remediate academic deficiencies.
Kearns, Siddel	School Counselor	Sidell Kearns (Lead Counselor): Ms. Kearns is responsible for ensuring that school counselors play an active role in classroom guidance lessons while also ensuring students have opportunities for social and emotional needs to be addressed as needed. Ms. Kearns and her team also work with students to ensure they meet all academic requirements associated with matriculation through middle school.
Smith, Tametra	Assistant Principal	Lisa Corprew, Alesha Seabrooks and Tametra Smith (Assistant Principals): AMS assistant principals are responsible for working with assigned core academic departments through Common Planning and PLC's. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally AP's work closely with principal to ensure campus vision is shared and evident within all contexts of school wide systems.
Corprew, Lisa	Assistant Principal	Lisa Corprew, Alesha Seabrooks and Tametra Smith (Assistant Principals): AMS assistant principals are responsible for working with assigned core academic departments through Common Planning and PLC's. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally AP's work closely with principal to ensure campus vision is shared and evident within all contexts of school wide systems.
Johnson-Hart, Stephanie	Dean	Stephanie Johnson-Hart (Dean): Mrs. Johnson-Hart has a proven track record of being able to address the culture and climate at Arlington Middle School. A former assistant principal, Ms. Hart has the temperment and skills in order to address student behavior while working with teachers and parents. Additionally, Mrs Hart monitors student discipline and serves as a campus liaison and district related to PBIS initiatives.
Skylark, Tameka	Instructional Coach	Tameka Skylark (Reading Coach): Ms. Skylark has a proven track record with moving the trajectory of students in the area of Reading (as a school-based teacher and district specialist). Additionally, Ms. Skylark served in the capacity of Reading Coach and classroom teacher during the 1819 school year due to several vacancies in the area of Reading. Ms. Skylark had an increase of 9% proficiency with students she served as a classroom teacher.

Name	Title	Job Duties and Responsibilities
Lax, Veronica	Instructional Coach	Veronica Lax (Math Coach): Served as the Math Coach at Arlington Middle School during the 1819 school year. Having been identified as a High Impact teacher in one of the states most challenging buildings, Mrs. Lax is well respected by her peers. lax works closely with teachers in math department and provides leadership and direction to classroom teachers as they deliver instruction that aligns with identified standards and framework.
Seabrooks, Alesha	Assistant Principal	Lisa Corprew, Alesha Seabrooks and Tametra Smith (Assistant Principals): AMS assistant principals are responsible for working with assigned core academic departments through Common Planning and PLC's. Assistant Principals are skilled at disaggregation of data and working collaboratively with district specialists in an effort to build partnerships and sustainability with teachers. Additionally AP's work closely with principal to ensure campus vision is shared and evident within all contexts of school wide systems.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	279	277	185	0	0	0	0	741
Attendance below 90 percent	0	0	0	0	0	0	22	25	17	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	107	141	110	0	0	0	0	358
Course failure in ELA or Math	0	0	0	0	0	0	9	10	8	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	200	257	239	0	0	0	0	696

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	175	196	145	0	0	0	0	516

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

741

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	64	78	87	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	128	137	125	0	0	0	0	390
Course failure in ELA or Math	0	0	0	0	0	0	3	8	14	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	232	0	0	0	0	0	0	232

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	232	249	234	0	0	0	0	715

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	43%	54%	24%	41%	52%
ELA Learning Gains	46%	49%	54%	35%	48%	54%
ELA Lowest 25th Percentile	50%	45%	47%	33%	43%	44%
Math Achievement	35%	49%	58%	26%	44%	56%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	47%	50%	57%	33%	49%	57%
Math Lowest 25th Percentile	43%	47%	51%	32%	46%	50%
Science Achievement	34%	44%	51%	32%	45%	50%
Social Studies Achievement	58%	68%	72%	50%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	279 (0)	277 (0)	185 (0)	741 (0)
Attendance below 90 percent	22 (0)	25 (0)	17 (0)	64 (0)
One or more suspensions	107 (0)	141 (0)	110 (0)	358 (0)
Course failure in ELA or Math	9 (0)	10 (0)	8 (0)	27 (0)
Level 1 on statewide assessment	200 (0)	257 (0)	239 (0)	696 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	27%	47%	-20%	54%	-27%
	2018	20%	44%	-24%	52%	-32%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	20%	44%	-24%	52%	-32%
	2018	23%	41%	-18%	51%	-28%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
08	2019	32%	49%	-17%	56%	-24%
	2018	22%	51%	-29%	58%	-36%
Same Grade Comparison		10%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	21%	51%	-30%	55%	-34%
	2018	18%	42%	-24%	52%	-34%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	29%	47%	-18%	54%	-25%
	2018	28%	50%	-22%	54%	-26%
Same Grade Comparison		1%				
Cohort Comparison		11%				
08	2019	34%	32%	2%	46%	-12%
	2018	24%	31%	-7%	45%	-21%
Same Grade Comparison		10%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	34%	40%	-6%	48%	-14%
	2018	23%	44%	-21%	50%	-27%
Same Grade Comparison		11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	69%	-12%	71%	-14%
2018	94%	84%	10%	71%	23%
Compare	-37%				
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	57%	31%	61%	27%
2018	68%	61%	7%	62%	6%
Compare	20%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	43	47	21	35	29	12	30			
ELL	15	48	43	30	59	59	19	52			
ASN	40										
BLK	25	41	47	30	43	41	28	56	80		
HSP	25	45	46	35	61	66	30	43			
MUL	32	55		37	42		30				
WHT	33	55	59	42	45	29	47	69	79		
FRL	25	45	47	32	46	44	33	57	83		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	24	25	15	42	43	16	30			
ELL	14	24	20	25	45	31	23				
BLK	18	34	33	23	41	43	22	65	59		
HSP	20	27	20	25	43	41	26				
MUL	32	61		28	46						
WHT	29	43	37	34	53	59	38	50	60		
FRL	20	35	32	26	43	44	23	61	62		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	27	27	8	22	23	13	15			
ELL	12	43	44	13	27	25	17				
ASN	21	42		36	46						
BLK	21	31	27	21	30	29	27	44	54		
HSP	31	45	42	30	32	33	42	63	50		
MUL	33	45		16	30						
WHT	29	40	47	37	41	48	37	64	45		
FRL	21	35	33	23	32	33	29	45	45		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	40
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Achievement (28%). Although there was a 7% increase from the previous years' achievement level, this component has consistently been a downward trend for the last 4 years.

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

Social Studies Achievement (7points). During the 1718 school year the decision was made that only Level 3+ students would be scheduled into Civics. This led to a significant increase in Social Studies Achievement. It was identified at the beginning of the 1819 school year that the school would potentially have a decline based on historical trends.

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

Reading (22 point difference)
Although there was a 7% increase from the previous years' achievement level, this component has consistently been a downward trend for the last 4 years.

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

Acceleration (21points). A significant increase in Acceleration points was evident based on students being double-blocked in Math classes to ensure additional academic support. Additionally, students participated in target lesson 2x a week for a 3.5 hour time period 4 months prior to assessment in order to remediate any deficiencies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

- SWD
- Multiracial Students

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

1. Reading Proficiency
2. Math Proficiency
3. Civics Proficiency
4. Science Proficiency
5. Reading Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	SWD
Rationale	28% of SWD are proficient at Arlington Middle School. This number falls 13% below the state threshold of 41%.

State the measurable outcome the school plans to achieve	- Increase ELA Proficiency for SWD from 10% to 35% - Increase Math Proficiency for SWD from 21% to 43% - Increase Science Proficiency for SWD from 12% to 50% - Increase SS Proficiency for SWD from 30% to 63%
Person responsible for monitoring outcome	Evan Daniels (danielse1@duvalschools.org)
Evidence-based Strategy	- Utilization of Instructional Coaches (Math and Reading) with a proven track record to support teachers and students. - Utilization of Corrective Reading - Utilization of ACALETICS (Math and Science)
Rationale for Evidence-based Strategy	1. Correcting the gap in literacy is the objective in order to build proficiency in reading. These researched based programs correct foundational deficiencies and builds fluency for improved comprehension. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that teaching standards will fidelity will produce better results.
Action Step	
Description	1. Onboard Reading and Math Coach 2. Create master schedule that will support coaches working with teachers through PLC/Common Planning 3. Provide modelsing and coaching cycles for classroom teachers 4. Push-In/Pull-Outs to support student learning 5. Increased remediation with SWD utilizing Corrective Reading, ACALETICS and Benchmark Assessments 6. Provide incentives to SWD in order to build background knowledge as pertains to content
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

#2	
Title	Asian Students
Rationale	40% of Asian Students are proficient at Arlington Middle School. This number falls 1% below the state threshold of 41%.

State the measurable outcome the school plans to achieve	- Increase ELA Proficiency for Asian Students from 40% to 41%
Person responsible for monitoring outcome	Lisa Corprew (corprewl@duvalschools.org)
Evidence-based Strategy	- Utilization of Instructional Coaches (Reading) with a proven track record to support teachers and students. - Utilization of Corrective Reading
Rationale for Evidence-based Strategy	1. Correcting the gap in literacy is the objective in order to build proficiency in reading. These researched based programs correct foundational deficiencies and builds fluency for improved comprehension. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that teaching standards will fidelity will produce better results.
Action Step	
Description	1. Onboard Reading and Math Coach 2. Create master schedule that will support coaches working with teachers through PLC/Common Planning 3. Provide modeling and coaching cycles for classroom teachers 4. Push-In/Pull-Outs to support student learning 5. Increased remediation with Asian students utilizing Corrective Reading and Benchmark Assessments 6. Provide incentives to Asian students in order to build background knowledge as pertains to content
Person Responsible	Lisa Corprew (corprewl@duvalschools.org)

#3	
Title	Multiracial Students
Rationale	39% of Multiracial Students are proficient at Arlington Middle School. This number falls 2% below the state threshold of 41%.
State the measurable outcome the school plans to achieve	- Increase ELA Proficiency for Multiracial Students from 32% to 35% - Increase Math Proficiency for Multiracial Students from 37% to 43% - Increase Science Proficiency for Multiracial Students from 30% to 50%
Person responsible for monitoring outcome	Tametra Smith (smitht4@duvalschools.org)
Evidence-based Strategy	- Utilization of Instructional Coaches (Math and Reading) with a proven track record to support teachers and students. - Utilization of Corrective Reading - Utilization of ACALETICS (Math and Science)
Rationale for Evidence-based Strategy	1. Correcting the gap in literacy is the objective in order to build proficiency in reading. These researched based programs correct foundational deficiencies and builds fluency for improved comprehension. 2. Monitoring instructional delivery and standards based alignment with feedback will provide teachers with immediate strategies for implementation in order to improve student academic achievement. 3. Research indicates that teaching standards will fidelity will produce better results.
Action Step	
Description	1. Onboard Reading and Math Coach 2. Create master schedule that will support coaches working with teachers through PLC/Common Planning 3. Provide modeling and coaching cycles for classroom teachers 4. Push-In/Pull-Outs to support student learning 5. Increased remediation with Multiracial Students utilizing Corrective Reading, ACALETICS and Benchmark Assessments 6. Provide incentives to Multiracial Students in order to build background knowledge as pertains to content
Person Responsible	Tametra Smith (smitht4@duvalschools.org)

#4	
Title	Culture and Climate
Rationale	Ensure connections are made among faculty, staff and students so that they are moving in the same direction, through common vision, practices and effective systems. To further expose students to examples of positive behavior management strategies and character traits that support a governed community, students will have an opportunity to interact (both at school and in their official work places) with various public and civic professionals. Target field trip experiences will be incorporated to further support real world connections to the lecture series and student classroom.
State the measurable outcome the school plans to achieve	Summative Targets: Decrease students referred to alternative school and SESIR incidents by 26%: (Alt School - decrease students referred to alt school from 21 to 15) (SESIR - decrease incidents from 90 to 67)) (Total Referrals - decrease total referrals from 2546 to 1909)
Person responsible for monitoring outcome	Evan Daniels (danielse1@duvalschools.org)
Evidence-based Strategy	1. Utilization of CHAMPS 2. Incorporation of PBIS Lessons 3. Utilization of Deans (Culture and Climate) with a proven track record to support teachers and students.
Rationale for Evidence-based Strategy	1. Correcting the gap in current student behavior versus 1920 campus wide expectations. 2. Monitoring of student and schoolwide culture and climate date. 3. Research indicates that strong utilization of CHAMPS with an intense focus on PBIS lessons produces results directly aligned with student behaviors.
Action Step	
Description	1. Increased student exposure outside of classroom with fieldtrips to AMC movies that are aligned with positive school culture and climate. 2. Provide real time examples of positive behaviors that support a positive community environment. 3. Provide a multitude of incentives to students in order to build confidence aligned with self-actualization.
Person Responsible	Evan Daniels (danielse1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Arlington Middle School will build positive relations with parents, families and other community stakeholders in order to fulfill the school's mission and support he needs of students through ongoing collaboration with feeder pattern. Additionally we will continue to partner with with external partners (CIS, AFL, Jewish Family Services, Arlington Family Resource Center) in order to provide family events for parents, students and community members. Through this collaboration parents will have an opportunity to interact with the school while providing opportunities to tour the campus, collaborate with employees and coordinate transition support.

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

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.

*Mental and Emotional Health Education Course (supplied by district)

* Florida CHOICES (F/T - Mental Health Therapist) assigned to school

* College and Career planning through classroom guidance lessons

* IEP transition plans for students with disabilities

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

The data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, Shared Decision Making Team will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly on the second Monday to address any concerns. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators. Weekly Design Team meetings are conducted with Principal, Assistant Principal, Reading Coach, Math Coach, Site Coach PDF, Deans and Wrap Around Service support personnel with discussions surrounding updated school data, testing calendar and data highlights or needs. Administrator and Academic Coach meetings follow the Design Team meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process.

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.

Arlington Middle School is a Title 1 school that receives local, state and federal allocations. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 to funds to enhance academic opportunities for students. (1) additional instructional staff (Reading Coach, Math Coach, 1 science teacher and 2 math teachers), (2) instructional consumable materials/suppliespurchase research based supplemental materials and (3) parent liaison to assist with meeting needs of parents.

Additional SAI and USIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. All federal and local funds are used to help improve student achievement and socio-emotional growth.

Additional SAI and UNISIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. An additional dean was purchased via UNISIG funds to assist with addressing culture and climate, a science teacher to address deficits at the 8th grade level and a paraprofessional that supports our learning lab for all accountability areas. All federal and local funds are used to help improve student achievement and socio-emotional growth. Funds support Saturday School, after school tutorials, Academic Coaches (Reading and Math), Corrective Reading and ACALETICS.

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

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

School wide participation in college/career shirt day every early dismissal Wednesday. The campus screams the Bringing the Pride Back with 2020 Vission through post secondary choices. College pennants, "future" occupation stickers on all classroom doors and positive motivation decals throughout the building.

The guidance department will host an annual Career Night for both students and parents to encourage parents to participate in their student's future career success.

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

Part V: Budget

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

1	III.A.	**Areas of Focus: SWD**	$0.00
2	III.A.	**Areas of Focus: Asian Students**	$0.00
3	III.A.	**Areas of Focus: Multiracial Students**	$0.00
4	III.A.	**Areas of Focus: Culture and Climate**	$0.00
		Total:	$0.00