Arlington Elementary School

2020-21 Schoolwide Improvement Plan

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Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

http://www.duvalschools.org/arlingtonelementary

Demographics

Principal: Paula Findlay

Start Date for this Principal: 10/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (40%) 2017-18: C (51%) 2016-17: C (53%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

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)	2019-20 Title I School	2019-20 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	92%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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SIP Authority

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.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

To obtain academic proficiency and build strong character in all students.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Findlay, Paula	Principal	Instructional Leader to improve Teaching and Learning Provide opportunities for shared decision-making among faculty and staff Oversee master schedule, operations and facilities Hire and support qualified Teachers and staff to ensure student needs are met Provide instructional delivery support through frequent classroom walk-throughs and PLCS Support with academics through MTSS process Oversee ESE and ESOL compliance Provide safety measures to ensure campus is secure from internal and external factors Outreach to Parents and Community to build relationship to partner with development of the whole child
Conner, Crystal	Assistant Principal	To assist the school principal by doing the following Being an Instructional Leader to improve Teaching and Learning Providing opportunities for shared decision-making among faculty and staff Oversee master schedule, operations and facilities Hire and support qualified Teachers and staff to ensure student needs are met Provide instructional delivery support through frequent classroom walk-throughs and PLCS Support with academics through MTSS process Oversee ESE and ESOL compliancethe school principal with
Hicks, Rishena	Instructional Coach	Lead Math Common Planning Provide coaching tiered support to teachers Model instructional delivery of effective lessons for teachers Review school data and implement a strategic plan to improve data
McAlister, Kiana	Other	Interventionist to support tier II and tier III instruction in Reading, Math and Science; also is the School's Technology Instructional Support Lead

Demographic Information

Principal start date
Monday 10/1/2018, Paula Findlay

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students Hispanic Students* Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
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Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	39	40	42	37	34	0	0	0	0	0	0	0	231
Attendance below 90 percent	9	6	8	9	8	9	0	0	0	0	0	0	0	49
One or more suspensions	1	4	3	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	1	4	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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	1	1	1	1	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 6/28/2020

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	
Number of students enrolled	37	42	40	42	30	48	0	0	0	0	0	0	0	239
Attendance below 90 percent	1	13	2	8	3	4	0	0	0	0	0	0	0	31
One or more suspensions	4	6	2	2	1	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	2	4	10	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	4	11	16	0	0	0	0	0	0	0	31

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	2	6	7	14	8	28	0	0	0	0	0	0	0	65

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	1	0	3	4	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	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**	
Number of students enrolled	37	42	40	42	30	48	0	0	0	0	0	0	0	239
Attendance below 90 percent	1	13	2	8	3	4	0	0	0	0	0	0	0	31
One or more suspensions	4	6	2	2	1	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	2	4	10	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	4	11	16	0	0	0	0	0	0	0	31

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	2	6	7	14	8	28	0	0	0	0	0	0	0	65

The number of students identified as retainees:

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

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	49%	50%	57%	40%	49%	55%
ELA Learning Gains	53%	56%	58%	44%	56%	57%
ELA Lowest 25th Percentile	50%	50%	53%	50%	54%	52%
Math Achievement	44%	62%	63%	53%	62%	61%
Math Learning Gains	34%	63%	62%	66%	63%	61%
Math Lowest 25th Percentile	31%	52%	51%	50%	54%	51%
Science Achievement	18%	48%	53%	67%	50%	51%

			EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	52%	51%	1%	58%	-6%
	2018	43%	50%	-7%	57%	-14%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	43%	52%	-9%	58%	-15%
	2018	37%	49%	-12%	56%	-19%
Same Grade Comparison		6%				
Cohort Comparison		0%				
05	2019	41%	50%	-9%	56%	-15%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	54%	61%	-7%	62%	-8%
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		23%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	52%	60%	-8%	62%	-10%
Same Grade Comparison		-5%				
Cohort Comparison		16%				
05	2019	28%	57%	-29%	60%	-32%
	2018	55%	61%	-6%	61%	-6%
Same Grade Comparison		-27%				
Cohort Comparison		-24%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	13%	49%	-36%	53%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	56%	-6%	55%	-5%
Same Grade Comparison		-37%				
Cohort Comparison						

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	23	40		25	23	20	14				
BLK	48	52	50	40	37	25	18				
HSP	42			42							
WHT	60	55		58	18						
FRL	47	51	60	46	35	36	17				

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	21	20		24	27						
BLK	42	54	43	47	71	47	50				
HSP	42			45							
WHT	44	50		61	58						
FRL	42	56	42	50	67	47	55				

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	13			27							
BLK	43	42		49	63		65				
HSP	31	42		62	50						
WHT	40			70							
FRL	38	42	42	48	60	46	63				

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)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

There were significant drops in Math (56 points) and Science proficiency (35 points). We lost 6 points in Math, 34 points in Math Gains and 16 points in Math LPQ.

In 4th grade Math, the teacher was promoted to Math Coach at another school in late January. Human Resource assigned a surplus for that vacancy. The surplus Teacher had no experience in teaching 4th grade Math. In 5th grade Math, teacher was promoted to an AP role at another school in late February. Teacher was hired from Ready Set, Teach Program was hired but resigned during 3rd week on the job. 5th grade position had a vacancy from March to May. Admin pushed in to support core instruction. There were 34% of 5th graders (14/41) were ESE students and VE teacher retired in February. New hire began in late March. ESOL population grew from 9 to 35 students within 2 years as well. Biggest loss was in 5th grade science and 4th and 5th grade Math.

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

Science proficiency made 35 point decline and math gains were also a 34 point decline. the subgroup for students with disabilities shows the largest decline in all subject areas.

Consistent targeted support is needed for SWD students. The previous school year 4 of 12 (33%) were in the LPQ category, made appropriate gains. Federal Index is far below only at 24% for SWD subgroup. Support from VE for K-2 will be revamped where they will receive targeted- support in Reading through Reading Mastery program; where as 3rd - 5th will receive instruction through Corrective Reading and Leveled Literacy Intervention (LLI) and math instruction through Acaletics.

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.

5th grade Math showed the greatest gap when compared to the state average by 32%. Due to the transfer of Teacher in late winter, created an environment of uncertainty for our students. We attempted to fill the vacancy, but teacher resigned 3 weeks into the position - hence a vacancy for the last 3 months of school. Another crucial factor was that 34% of class were SWD students (14/41), with VE teacher retiring in late winter with lack of knowledge to provide prescriptive support. New VE teachers will be provided intensive support on how to best target with effective strategies for intervention; in addition to monthly data chats to address gaps and modify support as needed.

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

New 3rd grade Math Teacher utilized the iReady Math program to design prescriptive centers for students and encouraged students to maintain a 75% passing rate. The teacher incentivized students for their performance to encourage an increase in lesson pass rate. Teacher also tracked student proficiency on each standard on data tracking board and held regular data chats with students. Teacher also collaborated with AP to make modifications to the curriculum and include additional resources during Teacher led-guided math small group instruction.
In Reading proficiency, Admin collaborated with intermediate Teachers to modify every reading assessment to align with updated item specifications and test item types. Common planning sessions worked closely to create table match questions to prepare students for new question types. Achieve 3000 was closely monitored to ensure students were making the Achieve the Green monthly celebrations.Teacher led-guided reading lessons in small groups allowed for teachers to correct instruction for students not mastering specific standards. This time provided targeted support to bubble students needing additional support with vocabulary and comprehension. Interventionist and Admin pushed into classroom at least 3 times per week to provide additional small group instruction to targeted students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our largest area of concern was the number of student scoring a Level 1 in Reading and/or Math on FSA. With the support of district for Title I schools for school-wide intervention Reading Intervention programs in Reading Mastery for K - 2 and Corrective Reading for 3rd - 5th, we are confident these areas will be reduced. In addition to Leveled Literacy Intervention (LLI) for targeted Reading needs. In 2nd - 5th, students will receive targeted math support through guided math centers and daily implementation of Acaletics for more standards-based instruction.

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

1. Level `'s on the FSA
2. Interventions for SWD and LPQs
3. Discipline
4. Attendance
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Needs Assessment: • Based on data, more than half of students are performing below proficiency in math, reading and science and in need of small group targeted intervention. Root Cause: • Lack of knowledge around standards-based instruction, lack of knowledge around data driven decisions, monitoring plans not used to consistently to determine if interventions are successful
Measurable Outcome:	Goal #1: • If teachers increase the use and precision of data driven, standards-based differentiated instruction, then student achievement will increase.
Person responsible for monitoring outcome:	Paula Findlay (smithp10@duvalschools.org)
Evidence-based Strategy:	Interventionist and full time paraprofessional will be used to pull small group to provide prescriptive instruction to address student needs.
Rationale for Evidence-based Strategy:	Increase student academic proficiency in math, reading, and science, in addition to learning gains and LPQ gains.

Action Steps to Implement

Interventionist, and paraprofessional will facilitate additional groups for Reading Mastery and/or Corrective Reading groups to address reading gaps. Teachers also have groups for daily Reading Clubs based on preliminary placement and monitoring will occur through tracking forms.

Person Responsible	Crystal Conner (connerc@duvalschools.org)

Math club will be conducted daily through use of Acaletics curriculum for 2nd - 5th grades. Students will be grouped based on data and receive small group instruction based on grade level standards. Group size range from 4 to 8 students, so pacing can be at high rate to expose students repeatedly.

Person Responsible	Rishena Hicks (hicksr1@duvalschools.org)

District Science specialist will support 5th grade science instruction through planning, walk-throughs and data analysis weekly. Teachers will be provided guidance and consistent feedback from observations to adjust their instructional practice. Learning tasks and informal assessments will be developed to progress monitor student proficiency.

Person Responsible	Paula Findlay (smithp10@duvalschools.org)

Through weekly common planning, Coaches will provide guided learning for center development and accountability artifacts for students ownership of tasks. Training will include also how to provide grade level work in Teacher lead and scaffold to support student thinking.

Person Responsible	Crystal Conner (connerc@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Out of 12 classrooms, about 50% show teachers referencing the standard focus board throughout the lesson. Furthermore only 35% of classrooms show that students are unable to explain the standard. Consistency with planning the progression involved with the Learning Arc was inadequate resulting in a lack of standards-aligned instruction. In addition, there is very limited equivalent assessment experiences for students to show mastery.
Measurable Outcome:	100% of our classroom teachers will show progress in planning of tasks and assessments that are aligned to grade level work. Effective instructional delivery will be enhanced to the depth of the standard in all classrooms, with focus on learning outcomes.
Person responsible for monitoring outcome:	Paula Findlay (smithp10@duvalschools.org)
Evidence-based Strategy:	Leadership will monitor how teachers are implementing standards-aligned instruction through the use of weekly walk-throughs and collaboration in PLC's and common planning. Development of independent tasks to show mastery of standard, through components developed during learning arc.
Rationale for Evidence-based Strategy:	This strategy was chosen in order for students to have an understanding of what is expected for mastery of the standard. Student work samples and regular progress monitoring will be used to measure fidelity.

Action Steps to Implement

Train teachers on the specifics and how the Standards Focus Board will improve instruction, student accountability and ownership.

Person Responsible	Paula Findlay (smithp10@duvalschools.org)

Facilitate Common Planning sessions that analyze the Learning Arcs, with emphasis on the assessment of students learning; development of tasks and assessments that are standards-aligned.

Person Responsible	Rishena Hicks (hicksr1@duvalschools.org)

Monitor Standard Focus Board usage throughout the lesson by teacher, as well as students' ability to apply strategy and skill being taught.

Person Responsible	Crystal Conner (connerc@duvalschools.org)

Conduct weekly walk-throughs and calibration with Leadership Team using dashboard and anecdotal data to identify trends to adjust instruction for standard proficiency.

Person Responsible	Paula Findlay (smithp10@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

? Math Coach position is funded to support math deficits of a total loss of 56 points in proficiency, gains and LPQ gains from 2018 to 2019. The position will be used to support weekly PLC's and Common Planning sessions to disaggregate data and plan for small group intervention with all Teachers.
• Parent Liaison role is to support parents with their child's learning with items such as regular attendance, academic support through resources, homework completion, parent engagement by volunteering.The position will conduct information and education workshops and training for parents throughout the year.
Field Experiences - These trips will be hands-on opportunities for students to learn conceptually with engaging activities that range from assemblies and field trips.
• Supplies will be purchased to support schoolwide initiatives, such as Readers are Leaders for bags for each student to have leveled books that they can carry around with them for arrival, breakfast, lunch and classroom. Other supplies range for ink and paper for making authentic charts and posters in classrooms to engage the students in concepts and apply their knowledge. Laptops devices will be purchased for students when plan can be amended to support blended learning platforms to enhance individualized student needs based on their learning path. Freckle platform to also be added as additional blended learning platform for 2nd and 3rd graders.

Provide professional development opportunities to teachers during ERT on guided reading, math and science groups. Provide professional development opportunities during ERT on implementation of Reading Mastery and Corrective Reading.
? Provide professional development opportunities for teachers gather a variety of data sources and making data informed decisions when grouping students.
? Provide professional development opportunities for teachers for developing guided reading, math and science lesson plans using current data.
? Provide opportunities during the school day for teachers to observe each other's teacher led groups.
? Provide teachers with additional outside resources to extend and enhance students' connections between academic lessons and real world experiences (off-campus learning field trips related to curriculum).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school will address building a positive school culture and environment through clear and consistent communication with all stakeholders, including teachers, families and community members.
Communication tools include.....
-Culture of CAREacter with monthly focus on character traits and mental health wellness
- Monthly newsletters and calendars highlighting important dates and school news
(Posted on Social Media platforms)
- Daily communication with families using the Class Dojo App and Teams through Duval Homeroom

Opportunities for stakeholders involvement
- Maintaining monthly School Advisory Council meetings (SAC) inviting all stakeholders
- Maintaining monthly PTA meetings, increasing and establishing a core PTA Board and Group
- Virtual meeting for SAC and PTA
- Continuing Faith Based Partnerships with local churches including Arlington United Methodist Church
- Building new partnerships with local early childhood providers, universities and businesses

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$100,479.22
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0461 - Arlington Elementary School	UniSIG	1.0	$47,739.06
			*Notes: *Math Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students form small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%)*			
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG	0.0	$8,373.03
			Notes: Math Interventionist Benefits Group Health at 17.54%			
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG	0.0	$3,652.00
			Notes: Math Interventionist Benefits Social Security 7.65%			
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG	0.0	$9.00
			Notes: Math Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG	0.0	$448.73

	5100					*Notes: Math Interventionist Benefits Workers Compensation at .94%*

	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	$257.00
			Notes: Math Interventionist Benefits Benefits Flex Medical at .54%			
	5100	150-Aides	0461 - Arlington Elementary School	UniSIG	1.0	$14,700.00
			Notes: *Paraprofessional, General Education - This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. $8.87 - $9.65 / Per Hour; Kind of Work + benefits @ 17.06%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).			
	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG	0.0	$1,470.00
			Notes: Para Benefits Retirement 10.00%			
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG	0.0	$1,124.00
			Notes: Para Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG	0.0	$6,616.00
			Notes: Para Benefits Health and Hospitalization 45.01%			
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG	0.0	$8.00
			Notes: Para Benefits Life Insurance .06%			
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG	0.0	$138.18
			Notes: Para Benefits Workers Compensation .94%			
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	$204.00
			Notes: Para Benefits Other Employee Benefits Flex Medical at 1.39%			
	5100	640-Furniture, Fixtures and Equipment	0461 - Arlington Elementary School	UniSIG		$8,526.00
			Notes: Technology - This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as iReady, Achieve 3000, ACALETICS, Study Island, Reflex, etc). The school is need of 14 laptops. Please see the quote attached.			
	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG		$2,441.21
			Notes: Supplies - The line item will be used to support reading, writing, and math. We will purchase copier paper, highlighters, ink cartridges, pencils, composition books, construction papers, and other progress monitor resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; classroom libraries to use during small group and student independent reading time; and other instructional supplies necessary to support supplement intervention grouping. Please see the attached store order room order.			

	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG	0.0	$4,773.01
			Notes: Math Interventionist Benefits Retirement at 10.00%			
2	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$0.00**
					Total:	**$105,141.25**