

Duval County Public Schools

Arlington Elementary School



2019-20 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: 6/30/2018

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
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* 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%) 2014-15: F (24%)
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 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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Purpose and Outline of the SIP

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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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Gomez, Jasmin	Principal	Instructional Leader to improve Teaching and Learning Provide opportunities for shared decision-making among faculty and staff Oversee operations and facilities Oversee ESE and ESOL compliance Direct contact for English Language Arts Oversee SDM and support with academics MTSS
Barnes, Vicki	Assistant Principal	Instructional Leader to improve Teaching and Learning Direct contact for Mathematics at Arlington Elementary Oversee PBIS and behavior MTSS
Watson, Abigail	Instructional Coach	Caitlyn Stetson Lead Math Common Planning Provide coaching tiered support to teachers
McCarron, Sierra	Teacher, ESE	Sierra McCarron and Celina Skrtich Provide support facilitation in academics to all ESE students Monitor data on standards based assessments for all ESE students Provide additional targeted support to bottom quartile ESE students Ensure that IEPs goals are data driven

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	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	

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

12

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

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	7	3	1	3	2	2	0	0	0	0	0	0	0	18
One or more suspensions	5	1	6	1	4	1	0	0	0	0	0	0	0	18
Course failure in ELA or Math	1	0	0	5	1	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	4	10	11	0	0	0	0	0	0	0	25

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	6	8	17	15	22	21	0	0	0	0	0	0	0	89

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

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
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	
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

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
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%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	48
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	42
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.

There were significant drops in math (56 points) and science proficiency (35 points). We lost 6 points in math proficiency, 34 points in math gains and 16 points in lowest 25%.

In 4th grade math, the teacher was promoted to Math Coach in late January. HR assigned us a surplus for that vacancy. She had no experience teaching 4th grade. In 5th grade math, teacher was promoted to AP in early February. Another teacher from the Ready, Set, Teach program was hired but resigned after the third week on the job. 5th grade had a vacancy from late March-May. Ms. Barnes supported with teaching 5th grade math core and I with pushing in to reading and teaching science. For our 5th grade ESE students (we had 14/41= 34%), the VE teacher supporting 5th grade retired in early February. I hired for the vacancy in late March when a candidate became available. Our ESOL population increased from 9 students during the 2017-2018 school year to 35 students during the 2018-2019 school year. Overall, our biggest loss was 4 and 5th grade math gains and 5th grade science. This upcoming school year, I have allocated Title 1 money for a Math Coach. I have secured a strong 5th grade math and science teacher and confident that she will help us gain back the lost points.

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

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

Consistent targeted support is needed for students with disabilities. This past school year 4 out of the 12 (33%) ESE students in the lowest 25% made appropriate gains on the FSA. Given that our Federal Index falls below the state requirement, our support for students with disabilities is being revamped. Students with disabilities in K-2nd will receive targeted support in reading through the Reading Mastery intervention program. Students with disabilities in 3-5th grade will receive targeted support in reading through the Corrective Reading and Leveled Literacy (LLI) intervention programs. Students with disabilities in 3-5th grade will receive targeted math support through guided math centers from the Math Coach, Assistant Principal and teacher along with the daily implementation of

Acaletics.

In 5th grade science, same teacher that taught 5th math, was promoted to AP in early February. Another teacher from the Ready, Set, Teach program was hired but resigned after the third week on the job. 5th grade had a vacancy from late March-May. Ms. Barnes supported with teaching 5th grade math core and I with pushing in to reading and teaching science.

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 shows the greatest gap when compared to the state average by 32%. Given that our 5th grade math and science teacher was promoted mid-year, created an environment of uncertainty for our students. We attempted to fill the vacancy with a second career teacher hired from the district's initiative "Ready, Set, Teach" but the teacher resigned after the third week. Our school was left with a 5th grade math and science vacancy from late March-May. Another crucial factor is that our 5th grade class was composed of 34% students with disabilities. The VE teacher that provided targeted support to our 5th grade students resigned in early February and lacked the knowledge/skills to provide prescriptive support to students. Going into this school year, VE teachers will be provided intensive support for how to best target interventions to students with disabilities. VE teachers will engage in monthly data chats to address gaps and modify supports 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% lesson pass rate. The teacher incentivized students for their performance to encourage an increase in lesson pass rate. The teacher collaborated with the Assistant Principal to make modifications to the curriculum and include additional resources during teacher led guided math small group instruction. In reading proficiency, Principal Gomez collaborated with 3-5th grade teachers to modify every reading assessment to align to the updated item specifications and test item types. When the new item specifications were released in October 2018, Principal Gomez worked closely with teachers to include table match questions to prepare students for the new question types. Achieve 3000 was monitored closely to ensure students were making the appropriate growth each month and students were invited to a monthly Achieve the Green celebration. Teacher led guided reading lessons in small groups allowed for teachers to correct instruction for students not mastering specific standards. This time also provided targeted support to bubble students needing additional support with vocabulary and comprehension. Reading interventionist and Principal pushed into classrooms at least 3 times a week into each grade level for 30 minutes to provide small group instruction to targeted students.

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

Our largest area of concern is the number of student scoring a Level 1 in Reading and/or Math on the FSA. With the support from the district with implementing school-wide reading intervention programs, we are confident these areas will be reduced. Students in K-2nd will receive targeted support in reading through the Reading Mastery intervention program. Students in 3-5th grade will receive targeted support in reading through the Corrective Reading and/or Leveled Literacy (LLI) intervention programs. in 3-5th grade will receive targeted math support through guided math centers along with the daily implementation of Acaletics.

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

1. Level 1s on the FSA
2. Interventions for students with disabilities and lowest 25%
3. Discipline
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ongoing Improvement of Teaching and Learning in Math & ELA
Rationale	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.
State the measurable outcome the school plans to achieve	If teachers increase the use and precision of data driven, standards-based differentiated small group instruction, then student achievement will increase.
Person responsible for monitoring outcome	Jasmin Gomez (esparzaj@duvalschools.org)
Evidence-based Strategy	<p>1. Admin and Math Coach will lead small group instruction trainings and facilitate data chats to group students accordingly and modify instruction.</p> <p>2. Admin, Math Coach, Math Interventionist and Reading Interventionists will meet with each grade level team weekly during collaborative planning time to help plan small group differentiated instruction and assessments to monitor teacher instruction effectiveness and student groups.</p> <p>3. Admin, Math Coach and Teacher Leads will attend professional development opportunities offered by the district or the state to support ongoing school improvement for teaching and learning. Admin, Math Coach, Math Interventionist and Reading interventionist will lead professional development opportunities around Common Core standards based instruction.</p>
Rationale for Evidence-based Strategy	It is evident that our teachers 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. Providing trainings and professional development to our teachers around these areas will support our efforts for ongoing school improvement of teaching and learning.
Action Step	
Description	<p>Strategy 1:</p> <ol style="list-style-type: none"> 1. Provide professional development opportunities to teachers during ERT on guided reading, math and science groups. 2. Provide professional development opportunities for teachers with gathering 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. 3. Provide professional development opportunities during ERT on implementation of Reading Mastery and Corrective Reading. 4. Provide opportunities during the school day for teachers to observe each other's teacher led groups. 5. 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). <p>Strategy 2:</p> <ol style="list-style-type: none"> 1. Admin and coaches will plan and facilitate weekly common planning sessions among

grade level teams.

2. Admin and coaches will provide a plethora of research-based resources for teachers to implement during their small group instruction.
3. Admin and instructional coaches will conduct weekly walkthroughs to follow through with goals from common planning.
4. Admin and instructional coaches will provide consistent feedback to teachers on delivering effective small group instruction.
5. Admin and instructional coaches will collaborate with teachers to develop answer key only assessments in Unify and use data to plan future instruction.
6. Admin, Math Coach, Math Interventionist and Reading interventionist will provide intensive support to students far below grade level through targeted intervention support coupled with standards based small group instruction. This is an opportunity for admin, Math Coach, Math Interventionist and Reading Interventionist to model small group instruction for teachers, if needed.

Strategy 3:

1. Attend the BSI Academy: South "Creating a Culture for School Improvement" Conference in Largo, Florida to be equipped to provide intensive professional development to all teachers on creating a positive school culture, use content to achieve instructional improvement in ELA and Math.
2. Provide ongoing coaching of teachers to analyze student work to achieve instructional improvement.
3. Provide ongoing professional development on how to use data to guide instruction to achieve instructional improvement.
4. Provide coaching and professional development on unpacking the standards utilizing Common Core Companion books for reading and math in common planning and early release meetings.
5. Provide coaching and professional development on providing students with feedback using Visible Learning: Feedback books by John Hattie.

Progress monitoring of goal by tracking iReady, Achieve, Reading Mastery/Corrective Reading data trackers, Math Mastery Checks, Reading Cluster Checks, Acaletics, Module Assessments, Teacher-developed common assessments, and PENDA online.

Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)
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#2	
Title	School-wide Positive Behavior Systems
Rationale	Discipline referral data increased during 2018-2019 school year
State the measurable outcome the school plans to achieve	If teachers implement school-wide positive behavior systems with fidelity, then student discipline referrals will decrease.
Person responsible for monitoring outcome	Vicki Barnes (barnesv@duvalschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Implement Positive Behavior Systems using daily Morning Meeting 2. Implement Positive Behavior Systems using Class Dojo 3. Implement Positive Behavior Systems using Dolphin Dippers 4. Implement Positive Behavior Systems using Positive Dolphin Referral 5. Implement Positive Behavior Systems using Student of the Month with monthly character trait 6. Implement Positive Behavior Systems by having a Calm Down Area in every classroom to be proactive with addressing negative student behavior 7. Implement Positive Behavior Systems by having active Safety Patrols and student leadership
Rationale for Evidence-based Strategy	It is evident that teachers need training on implementing school-wide positive behavior systems (Morning Meeting, Calm Classroom, Sanford Harmony, Calm Down Area) and Class Dojo usage to build strong character in our students.
Action Step	
Description	<p>Strategy 1:</p> <ul style="list-style-type: none"> • Admin and School Counselor will provide professional development opportunities to teachers on implementation of a Morning Meeting using Sanford Harmony, Calm Classroom, and character building lessons • Admin and School Counselor will provide teachers with additional outside resources to build strong character in students through culture building student activities • Admin, Math Coach and School Counselor will model a morning meeting for teachers, if needed. <p>Strategy 2:</p> <ul style="list-style-type: none"> • Admin, Math Coach and School Counselor will provide professional development opportunities to teachers on the use of Class Dojo to reward points to students. • Organize Class Dojo parties to reward students for positive behaviors every two weeks. School Improvement funds will be used to celebrate students for showing desired behaviors in common areas and in the classroom. <p>Strategy 3:</p> <ul style="list-style-type: none"> • Admin will provide professional development to all teachers and staff on the use of Dolphin Dippers to reward desired behaviors in common areas • Admin will school monitors on rewarding Dolphin Dippers in the cafeteria and resources teachers during Art, Music, PE and Media. • Admin will reward classrooms with 25 Dolphin Dippers with a classroom party each cycle.

Strategy 4:

- Admin and School Counselor will provide professional development to all teachers and staff on the use of Positive Dolphin Referrals to reward desired behaviors in and out of the classroom.
- Admin will monitor teachers and staff on rewarding Positive Dolphin Referrals.
- Admin will include reminders in weekly memo to reward positive Dolphin Referrals.
- School counselor will announce Positive Dolphin Referrals over the morning announcements to honor students.
- School Counselor will reward students who earn Positive Dolphin Referrals through a Breakfast Party.
- School counselor will reward students who earn Positive Dolphin Referrals with a goody bag.

Strategy 5:

- School counselor will inform students of monthly character trait in cafeteria assemblies during morning breakfast.
- School therapist will collaborate with school counselor to target social skills lessons around monthly character trait.
- Teachers will deliver character education during Morning meeting.

Strategy 6:

- Admin and school counselor will provide teachers with training on the effectiveness of having a calm down area to deescalate misbehaviors.
- Teachers will have a designated area in their classroom for their calm down area
- Teachers will provide calm down bins that include a variety of resources to assist students with regulating their emotions.
- Teachers will teach students the effective use of the calm down area.

Strategy 7:

- Teachers will nominate 3-5th grade students that exemplify good citizenship by informing the Safety Patrol sponsors
- Safety Patrol Sponsors and admin will train Safety Patrols and ensure they serve as prime examples of following CHAMPs in and out of the classroom.
- Admin, School Counselor and Safety Patrol Sponsors will provide training to Safety Patrol students to serve as peer mediators.

**Person
Responsible**

Vicki Barnes (barnesv@duvalschools.org)

#3	
Title	Equitable Access for All Students
Rationale	ESE and Black students are under performing compared to their peers at Arlington Elementary.
State the measurable outcome the school plans to achieve	If student performance based data is tracked for black and ESE students, then intervention supports can be provided immediately.
Person responsible for monitoring outcome	Jasmin Gomez (esparzaj@duvalschools.org)
Evidence-based Strategy	Admin, coach, school counselor, math interventionist and reading interventionist will meet weekly to monitor data for groups of students to ensure interventions are in place and monitor the success of math and reading interventions provided by the VE teachers, Math Coach and Reading Interventionist.
Rationale for Evidence-based Strategy	Weekly monitoring of data to ensure accountability.
Action Step	
Description	<ol style="list-style-type: none"> 1. School counselor will lead MTSS meetings to discuss groups of students performance data during Rtl sessions, common planning and leadership meetings. 2. Admin will meet with VE teachers to monitor ESE grading and success of ESE services to evaluate their performance and need for additional interventions. 3. Utilize LLI program to support black and ESE students in small group instruction. 4. Admin will monitor grades and ensure that grading is based on standards based instruction and that black and ESE students are receiving another opportunity to improve a failing grade. 5.
Person Responsible	Vicki Barnes (barnesv@duvalschools.org)

#4	
Title	Increase Science Proficiency
Rationale	dropped from 53 to 18 this past school year
State the measurable outcome the school plans to achieve	If supplemental materials are implemented during science instruction then science proficiency will increase.
Person responsible for monitoring outcome	Jasmin Gomez (esparzaj@duvalschools.org)
Evidence-based Strategy	Implement supplemental science materials
Rationale for Evidence-based Strategy	Implement Science Acaletics and Study Island to support student achievement in science proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Admin and math coach will provide training and support with the implementation of supplemental science materials. 2. Daily implementation of Science Acaletics during science instruction to increase science proficiency in 5th grade. 3. 4. 5.
Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)

#5

Title Improving Academic Rigor with Standards Based Instruction**Rationale**

The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth

State the measurable outcome the school plans to achieve

If teachers receive live coaching and support with standards-based instruction, then student achievement will increase.

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Supplemental Assistant Principal will facilitate professional development opportunities to support ongoing school improvement for teaching and learning focused on delivering and progress monitoring standards based instruction.

Rationale for Evidence-based Strategy

It is evident that our teachers lack of knowledge around standards-based instruction. Providing professional development to our teachers around standards based instruction will support our efforts for ongoing school improvement of teaching and learning.

Action Step

Description

1. Provide ongoing professional development to coaches and teachers to analyze student work to achieve instructional improvement towards standards based instruction.
2. Provide ongoing professional development on how to use data to guide standards based instruction to achieve instructional improvement.
3. Provide coaching and professional development on unpacking the standards using the KUDS method.

Person Responsible

Jasmin Gomez (esparzaj@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).

Our top priorities are improving teaching and learning to increase proficiency in all subject areas and build strong character in our students.

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.

We commit to engage parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs at Arlington Elementary. We commit to collaborate with parents and family to support academic, social and emotional success of all students. As partners, Arlington Elementary and parents can improve teaching and learning and meet its mission of preparing all students to become lifelong learners, proficient readers and responsible citizens.

Goal #1: Building strong Family/Parent and Teacher Relationships

Arlington Elementary will provide materials and trainings throughout the school year to assist parents to work with their children. Teachers will host workshops for teaching parents about the current math strategies aligning to the Florida math standards on Teacher-Parent Conference nights. Teachers will send monthly newsletters home (or each time a new unit begins) to alert parents of the upcoming standards being covered and tips for how to help their child(ren). Arlington will host a variety of events at different times of the day dedicated to helping our parents stay informed on how to help their child(ren) succeed academically.

Goal #2: Build capacity in our families/parents to help their children at home

Arlington Elementary will coordinate parent and family activities throughout the school day to assist parents with learning about Florida state standards, Florida state assessment (FSA) and math and reading strategies. For example, Real Men Read, Fall Festival and Multicultural Night are events focused on informing parents and family members of strategies for helping their children with reading. Arlington is committed to equipping our families with the tools necessary to help their child be successful at home and school.

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.

Arlington Elementary has a Full Time therapist on campus to support the emotional and social success of our students. Our therapist meets with students 1:1 or in small groups focused on the individualized emotional needs of our students. Teachers are encouraged to make ongoing referrals for students. Admin communicates this resource to our families through monthly newsletters and SAC. Parents are informed about our full time therapist resource and encouraged to sign up their child.

Tier 2 and Tier 3 behaviorally challenged students are identified and linked with services. Our school counselor works with Full Service Schools to provide students additional counseling services for students struggling with anger management and social skills. Our school counselor also facilitates small

group character development and social skill groups with targeted students as intervention support. Our school counselor and ESE teachers pull students for lunch bunch to provide social and emotional support.

There a variety of school wide incentives in place to support strong character development. Currently we have Positive Dolphin Referrals, Class Dojo parties, Student Of the Month, Dolphin Dippers, Quarterly Awards, and attendance parties. Through reciting our Arlington rules and guidelines for success, students are encouraged to work hard and try their best every day.

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

Arlington does not currently offer a Title I Pre-K Program; however, many day cares in the surrounding area do. Day Cares partner with our school to conduct Kindergarten class tours in the Spring to invite Pre-K families into our school and experience student life at Arlington Elementary. We currently service two classes of Kindergarten. Within the first 45 days of enrollment in Kindergarten, students are given various assessments such as FLKRS to determine kindergarten readiness, letter naming and other emergent literacy skills. As a result, students receive multilevel tiered support as needed.

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 will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation within Arlington. The team engages in the following activities: Reviews universal screening data (iReady, Corrective Reading, Reading Mastery, Achieve, Standards-Based assessments, etc.), make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting grade level standards. Based on the above information, the team will also identify professional development and resources needed by teachers. The members of the leadership team will share the RTI paradigm and implementation via weekly team and grade level meetings as they collaborate, problem solve, share effective practices, make intervention decisions, and practice new processes and skills. Problems are analyzed through the four ICEL domains: instruction, curriculum, environment, and learner. The content diversity (reading, math, behavior, social & emotional) of the leadership team will help to penetrate the learning communities at the school and thereby facilitate the RTI problem solving process. The RTI team works with other teams such as PBIS to problem solve behavioral challenges. The Rtl and PBIS teams meet at least once a month to engage in problem solving activities.

Title I funds supplement the basic education program, allowing the school to purchase classroom materials, books for students, field trips, Math Coach and a part-time para-professional. Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards. Budget is presented to Shared Decision Making committee to include teachers in the decision making process of Title 1 spending. Budget is presented to School Advisory Committee to include families and community partners in the decision making process of school improvement funds.

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

Arlington Elementary delivers instruction in accordance with college and career readiness standards. We are continuously modifying and improving standards-based instruction to ensure alignment to the rigor of the standards. At Arlington, we strive to ensure our students receive a quality education.

Our school counselor conducts classroom workshops for our students to ignite their interest in a career and college early on. Our school counselor also organizes an annual Career Day to expose students to a variety of careers available to them. During the annual Career Day, a variety of community partners are invited to showcase their job and get students excited about a career choice.

Part V: Budget

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

1	III.A.	Areas of Focus: Ongoing Improvement of Teaching and Learning in Math & ELA				\$63,500.85
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0461 - Arlington Elementary School	UniSIG	1.0	\$42,300.00
Notes: Math Interventionist						
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG	0.0	\$7,826.00
Notes: Math Interventionist Health and Hospitalization 18.50%						
	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG	0.0	\$3,583.00
Notes: Math Interventionist Retirement 8.47%						
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG	0.0	\$3,236.00
Notes: Math Interventionist Social Security 7.65%						
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG	0.0	\$13.00
Notes: Math Interventionist Life Insurance .03%						
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$398.00
Notes: Math Interventionist Workers Compensation .94%						
	5100	250-Unemployment Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$4.00
Notes: Math Interventionist Unemployment Compensation .01%						
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	\$241.00
Notes: Math Interventionist Other Employee Benefits Flex Medical .57%						
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	\$592.00
Notes: Math Interventionist Other Employee Benefits Leave 1.4%						
	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG	0.0	\$4,618.50
Notes: Paper, pens, pencils, ink cartridges, note pads,						

	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG	0.0	\$689.35
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc). Th</i>			
2	III.A.	Areas of Focus: School-wide Positive Behavior Systems				\$24,590.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0461 - Arlington Elementary School	UniSIG	0.9	\$15,030.00
			<i>Notes: Paraprofessional, General Education</i>			
	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG	0.0	\$1,273.00
			<i>Notes: Para Benefits Retirement 8.47%</i>			
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG	0.0	\$1,150.00
			<i>Notes: Para Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG	0.0	\$6,903.00
			<i>Notes: Para Benefits Health and Hospitalization 45.93%</i>			
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Para Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$141.00
			<i>Notes: Para Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Para Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	\$86.00
			<i>Notes: Para Benefits Other Employee Benefits Flex Medical .57%</i>			
3	III.A.	Areas of Focus: Equitable Access for All Students				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0461 - Arlington Elementary School			\$0.00
4	III.A.	Areas of Focus: Increase Science Proficiency				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0461 - Arlington Elementary School			\$0.00
5	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$24,326.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	7300	110-Administrators	0461 - Arlington Elementary School	UniSIG	0.25	\$17,500.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	0461 - Arlington Elementary School	UniSIG	0.0	\$1,482.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	0461 - Arlington Elementary School	UniSIG	0.0	\$1,339.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG	0.0	\$3,238.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	0461 - Arlington Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$165.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	0461 - Arlington Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	\$100.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG	0.0	\$245.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	0461 - Arlington Elementary School	UniSIG	0.0	\$250.00
			<i>Notes: In county travel Supplemental Assistant Principal</i>			
Total:						\$118,633.50