

Duval County Public Schools

Arlington Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

Demographics

Principal: Scott Stuart

Start Date for this Principal: 7/1/2020

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
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* 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%)
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">82%</p>

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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.

Our mission is to provide and deliver high quality, standards-based instruction in a safe, respectful, and inclusive environment that builds a foundation for success in high school, college, careers and beyond.

Provide the school's vision statement.

Arlington Middle School will become a top performing neighborhood school that will collaborate with all stakeholders to help students excel academically, socially and emotionally. Every Student. Every Day.

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
Harvey, Latisha	Principal	<p>Latisha Harvey's 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, Ms. Harvey 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. As the Instructional Leader, the principal's focus will also be ensuring that teachers and staff are provided the professional development needed to ensure students receive a quality, whole child approach, education every day.</p>
Kearns, Sidell	School Counselor	<p>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. Ms. Kearns and her team will also ensure that students, families, and teachers are aware and have access to wrap around services to support the social, emotional, and academic needs of our students and families.</p>
Smith, Tametra	Assistant Principal	<p>Tametra Smith is an assistant principal responsible for working with assigned core academic departments through Common Planning and PLC's. As an Assistant Principal, Smith will be charged with disaggregating data and working collaboratively with math and science district specialists in an effort to build partnerships and sustainability with teachers. Ms. Smith will develop and lead professional development PLCs for science and math teachers along with the Math Coach. Ms. Smith will develop with the principal the course master to ensure instructional time is maximized and teachers are placed appropriately to provide students the highest quality of standards based instruction daily. Ms. Smith will engage school partners to ensure extended services are adequately and equally provided to our students and families in need. Additionally, Ms. Smith will work closely with the principal to ensure campus vision is shared and evident within all contexts of school wide systems.</p>
Corprew, Lisa	Assistant Principal	<p>Lisa Corprew is an assistant principal responsible for working with assigned core academic departments through Common Planning and PLC's. As an Assistant Principal, Corprew will be charged with disaggregating data and working collaboratively with ELA/reading and Social Science district specialists in an effort to build partnerships and sustainability with teachers. Ms. Corprew will develop and lead professional development PLCs for ELA/reading and Social Science teachers along with the Reading Coach. Ms. Corprew will develop with the principal the course master to ensure instructional time is maximized and teachers are placed appropriately to provide students the highest quality of standards based instruction daily. Ms. Corprew will engage the deans of discipline and other stakeholders to ensure the climate and culture and operations of the school are adequate and aligned to ensure student success. She will also serve as the Ap for the Pirde Unit. Additionally,</p>

Name	Title	Job Duties and Responsibilities
		<p>Ms. Corprew will work closely with the principal to ensure campus vision is shared and evident within all contexts of school wide systems.</p>
Lax, Veronica	Instructional Coach	<p>Ms. Lax will serve as the Math Coach at Arlington Middle School during the 20-21 school year. She will provide leadership, professional development, and support to classroom teachers as they deliver instruction that aligns with identified standards and framework. She will assist teachers in analyzing data, creating standards aligned lessons to ensure high quality instruction. Ms. Lax has more than 10 years of experience in Title 1 schools and has lead departments and teachers through the school improvement process.</p>
Case, Melissa	Instructional Coach	<p>Mrs. Case will serve as the Instructional Reading Coach at Arlington Middle School during 20-21 school year. She was identified by district leadership as a model teacher in a Title 1 school. Mrs. Case is well respected by her peers and served as a mentor to new teachers in the ELA/Reading department. She will provide leadership and professional development and support to classroom teachers as they deliver instruction that aligns with identified standards and framework. She will assist teachers in analyzing data, creating standards aligned lessons to ensure high quality instruction every day.</p>
Oglesby, Venetta	Dean	<p>Ms. Oglesby has a proven track record of bringing about positive changes to the culture in low performing, Title I schools. Ms. Oglesby uses a wide variety of wrap around services to ensure students receive the assistance and supports needed inside and outside the classroom to be successful. Ms. Oglesby's nontraditional approach yields an increase of positive behaviors and parent involvement. As the dean of discipline, Ms. Oglesby will ensure that teachers are provided and trained on effective use of classroom management strategies as a part of their classroom management plan.</p>
Warlick, Demetria	School Counselor	<p>Ms. Warlick 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. Warlick will assist with scheduling and ensure students meet all academic requirements associated with matriculation through middle school to enter high school successfully. Ms. Warlick will work with her team will also ensure that students, families, and teachers are aware and have access to wrap around services to support the social, emotional, and academic needs of our students and families. Ms. Warlick will support students and families with IEP services. Ms. Warlick will communicate monthly guidance activities as well as display the student of the month on the guidance bulletin board outside of the guidance office.</p>
Lampkin, Eric	Dean	<p>Mr. Lampkin has a proven track record of bringing about positive changes to the culture in low performing, Title I schools. Mr. Lampkin uses a wide variety of wrap around services to ensure students receive the assistance and supports needed inside and outside the classroom to be successful. Mr.</p>

Name	Title	Job Duties and Responsibilities
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Lampkin's experience as a dean has provided him with the tools necessary to support student behaviors in schools. As the dean of discipline, Mr. Lampkin will ensure that teachers are provided and trained on effective use of classroom management strategies as a part of their classroom management plan.

Demographic Information

Principal start date

Wednesday 7/1/2020, Scott Stuart

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.*

0

Total number of teacher positions allocated to the school

0

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Middle School 6-8</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>
<p>2019-20 Title I School</p>	<p>Yes</p>
<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p>	<p>100%</p>
<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*</p>

School Grades History	2018-19: C (47%) 2017-18: D (40%) 2016-17: D (35%) 2015-16: D (38%)
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 .	

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	0	0	0	0	0	0	316	273	231	0	0	0	0	820
Attendance below 90 percent	0	0	0	0	0	0	73	10	10	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	5	7	5	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	8	2	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	73	10	10	0	0	0	0	93

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	8	4	0	0	0	0	0	12

Date this data was collected or last updated

Thursday 7/30/2020

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	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	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	175	196	145	0	0	0	0	516

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	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	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	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	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	175	196	145	0	0	0	0	516

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	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	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	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%
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	
	(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
06	2019	27%	47%	-20%	54%	-27%
	2018	20%	44%	-24%	52%	-32%
Same Grade Comparison		7%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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
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%	2
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%	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	40
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
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	46
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.

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. There is a need to provide teachers with professional development to insure an increase in quality instructional practices and standards alignment in the content areas.

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

-Social Studies Achievement (7 points). 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. Civics is a required course to promote out of middle school and students who did not take the course in 17-18 (majority of FSA ELA Level 1 and 2 students) had to take the course in 8th grade. This was the contributing factor that led to the decline.

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 (21 points). 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 lessons twice a week for a total of 3.5 hours of time period, for 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?

-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. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: 90% of the faculty has less than 3 years of teaching experience and are non college of education graduates. With this in mind, less than 15% of classes demonstrated an alignment of standards based instruction as evidenced by the standards walkthrough dashboard. The 5 Essential Survey data also reflects an indications that instruction is an area of concern. Supportive environment (very weak), ambitious instruction (weak), and collaborative teachers (neutral). This indicates that from the perspective of both students and teachers that instruction lacks opportunities to engage students with standards-aligned tasks to demonstrate mastery and success and that teachers have limited opportunities to collaborate and learn effective methods to support teaching and learning.

Measurable Outcome: Monthly, there should be an Increase in the use of standards aligned instructional tasks. By the end of the year, 90% of core teachers will be able to deliver and develop lessons, assessments, and tasks that are aligned to standards

Person responsible for monitoring outcome: Latisha Harvey (harveyl2@duvalschools.org)

Evidence-based Strategy: Ensure teachers deliver standards aligned instruction as evidenced by unpacking standards in Professional Learning Communities and Content Area Common Planning, Classroom Walkthroughs, and calibration with observers using the standards based walkthrough tool.

Rationale for Evidence-based Strategy: According to the TNTP's (2005) Opportunity Myth, students perform when resources are evident in daily instruction: grade appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. To support the Opportunity Myth, classroom walk throughs are a catalyst for improvement (Cervone and Martinez-Miller, 2007). Classroom walk throughs ensure teachers lesson plans, instruction, and assessment are aligned to engage students in learning through specific instructional strategies (Pate and Gibson, 2005).As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards

Action Steps to Implement

Utilize school based Reading and Math Coach, district specialists, and administrators to review instructional walk through data weekly, develop next steps for content specific teachers to participate in coaching cycles and provide professional development to unpack standards and align instruction.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

Create master schedule that will support coaches working with teachers through PLC and Common Planning

Person Responsible Tametra Smith (smitht4@duvalschools.org)

Provide modeling and coaching cycles for classroom ELA/Reading and SS teachers.

Person Responsible Lisa Corprew (corprewl@duvalschools.org)

Provide modeling and coaching cycles for classroom Math and Science teachers.

Person Responsible Tametra Smith (smitht4@duvalschools.org)

Provide coaching cycles for core teachers and increase student proficiency through remediation by utilizing standards aligned material such as ACALETICS and Benchmark Assessments.

Person Responsible Veronica Lax (laxv@duvalschools.org)

Provide coaching cycles for core teachers and increase student proficiency through remediation by utilizing standards aligned material such as LAFS, SRA Corrective Reading Program, and Benchmark Assessments.

Person Responsible Melissa Case (casem@duvalschools.org)

Unpacking the curriculum and standards to ensure alignment of tasks, activities, assessments, and resources utilized by teachers using ALDs and learning arcs for the standards.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

Ensure that expectations and structure for PLC/Common Planning are established. Facilitate weekly PLCs by content rich Admin and coaches to unpack standards, develop lessons and assessments, and implement best practices to ensure standards aligned learning experience in classrooms.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

Conduct weekly walk through calibrations with APs and coaches to ensure alignment to standards walkthrough tool.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

Analyze data and student work (using Student Work Protocol) to identify trends and strengthen their instructional practices and use of curriculum and resources to increase student achievement.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: In 2019-2020, 24% of referrals were violation code 1.01, 18% of referrals were violation code 2.01, 4% of referrals were violation code 2.09, 16% of referrals were violation code 2.22,any category, and 4% of referrals were violations codes in the class 3 category of the student code of conduct. In order to improve the learning environment we would like to decrease the violation codes that are over 20% by 10% and any violations under 5% to 2% or less. The staff at Arlington Middle School will work to improve the climate and culture through the implementation of the Positive Behavior Interventions and Support Plan, provide professional development to staff members, and increase use of wrap around services in the school and community.

Measurable Outcome: Decrease level 1 and 2 infractions by 50% by the end of the school year. Qualify for PBIS Model School Bronze Level by end of the school year. Decrease by 50% number of students who receive 5 or more referrals for the school year.

Person responsible for monitoring outcome: Latisha Harvey (harveyl2@duvalschools.org)

Evidence-based Strategy: Utilize the Positive Behavior Interventions and Support plan drafted to decrease negative behaviors and increase positive behaviors which will enhance the learning environment and student culture in the building.

Rationale for Evidence-based Strategy: Student discipline behavior in FOCUS shows that students receive several infractions for fighting, arguing, and disrespecting adults, and skipping or being tardy to class.

Action Steps to Implement

Draft and ensure implementation of the school wide PBIS Plan

Person Responsible Venetta Oglesby (oglesbyv@duvalschools.org)

Identify location and generate donations for Viking Store in which students will be able to use Viking Buck Points to shop for various items.

Person Responsible Lisa Corprew (corprewl@duvalschools.org)

Analyze data bi-weekly to determine trends and ways to support teachers with classroom management.

Person Responsible Eric Lampkin (lampkine@duvalschools.org)

Create and Post School Wide expectations throughout the school to ensure that visuals are provided for teachers and students as a reminder of how a positive school climate and culture can be created.

Person Responsible Lynedra Mobley (mobleyl@duvalschools.org)

Provide professional development to teachers to improve classroom management strategies that foster positive learning environments.

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Our ELL and SWD populations are performing well below the school, district and state average.

Measurable Outcome: Increase reading and math proficiency by 15% and learning gains by 30% for each subgroup. Increase support in classrooms with standards aligned assignments daily, by 50%.

Person responsible for monitoring outcome: Tametra Smith (smitht4@duvalschools.org)

Evidence-based Strategy: Utilize district support, programs, and instructional materials to increase opportunities for SWD and ELL students to demonstrate mastery towards standards. Ensure teachers deliver standards aligned instruction to SWD and ELL students as evidenced by unpacking standards in PLC and Common planning, standards walk through data, calibration with observers using the standards based walk through tool, and using IEPs and ELL strategies to enhance learning experiences for students in this subgroup.

Rationale for Evidence-based Strategy: As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year’s progression of standards. We need to close the gap between our students in these sub groups with students in other subgroups in the building.

Action Steps to Implement

General Ed teacher will plan standards aligned lessons to include accommodations, with Support Facilitator

Person Responsible Latisha Harvey (harveyl2@duvalschools.org)

MTSS process will be used to ensure students in these subgroups are progressing towards mastery of standards.

Person Responsible Lynedra Mobley (mobleyl@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The school leadership team will use the Behavior Interventionists and Support Facilitators along with the Corrective Reading Curriculum to address fluency, comprehension, and phonemic awareness to increase reading proficiency. Title I funds will also be used to fund a Reading Interventionist to further support student needs. Additionally, behavioral supports will be used to decrease incidents resulting in referrals for SWD students, which will increase students' academic focus and ultimately contribute to gains and proficiency across all content areas.

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.

Arlington Middle School will implement the following strategies to establish a positive culture and environment that is aligned with both academic and behavioral outcomes that support the learning goals of .

· Recognize students for exhibiting desired behaviors and for improvement of desired outcomes through Positive Behavior Supports such as:

1. Writing positive behavior referrals, aiming for a ratio of 4:1 positive to negative interactions.
2. Utilizing Positive Behavior Awards consistently in FOCUS (Viking bucks for the Viking Store, etc.)
3. We will establish classroom management plans that serve to address not only the needs of the whole child, but that take into to consideration the cultural and socio-economic influences that may affect the decisions made children of varying backgrounds.
4. A team of key stakeholders who are most involved in the child's life. This team will include the family and school stakeholders, and even peers. Team members will collaborate in multiple ways in order to develop and implement a student's support plan.
5. Once the student's behavior support plan is developed, the behavior support team's role is both to implement the plan itself and to monitor progress toward outcomes valued by the student's team.

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: Standards-aligned Instruction				\$1,200.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5900	590-Other Materials and Supplies	2131 - Arlington Middle School	School Improvement Funds	1.0	\$1,200.00	
		<i>Notes: Creating opportunities to celebrate teachers and students who are meeting mastery towards standards aligned goals using Achieve3000, iReady, Acaletics, SRA, and district assessments to</i>				
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	

	5900		2131 - Arlington Middle School	School Improvement Funds	1.0	\$750.00
			<i>Notes: Incentives for the Viking Store to reward students who are earning Viking Bucks as a part of the PBIS plan.</i>			
			2131 - Arlington Middle School	School Improvement Funds	1.0	\$750.00
			<i>Notes: Students meeting target goals from PBIS and on district assessments to participate in a "Green Party" celebration.</i>			
			2131 - Arlington Middle School	School Improvement Funds		\$500.00
			<i>Notes: Increase signage throughout the school to ensure PBIS school wide expectations are visible and a constant reminder to students.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
					Total:	\$3,200.00