

Duval County Public Schools

# Arlington Elementary School



## 2021-22 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: 6/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (51%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

### School Board Approval

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### SIP Authority

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<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.**

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	Position Title	Job Duties and Responsibilities
Findlay, Paula	Principal	<p>Instructional Leader to improve teaching and learning for the school.</p> <ul style="list-style-type: none"> <li>- Provides opportunities for shared decision making among faculty and staff</li> <li>- Oversee master schedule, operations and facilities</li> <li>- Hire and support qualified teachers and staff to ensure student needs are met</li> <li>- Maintains and monitors outreach programs for parents and community to build relationships</li> <li>- Provide instructional delivery support through frequent classroom walk throughs and PLCs</li> <li>- Oversee and support ESE, ESOL, MTSS process and compliance</li> <li>- Ensure safety measures are implemented to maintain a secure campus from internal and external factors</li> </ul>
Conner, Crystal	Assistant Principal	<p>To assist the School Principal in all job duties and responsibilities through implementation and support</p> <ul style="list-style-type: none"> <li>- Provides opportunities for shared decision making among faculty and staff</li> <li>- Oversee master schedule, operations and facilities</li> <li>- Hire and support qualified teachers and staff to ensure student needs are met</li> <li>- Maintains and monitors outreach programs for parents and community to build relationships</li> <li>- Provide instructional delivery support through frequent classroom walk throughs and PLCs</li> <li>- Oversee and support ESE, ESOL, MTSS process and compliance</li> <li>- Ensure safety measures are implemented to maintain a secure campus from internal and external factors</li> </ul>
Meeks , Monica	Reading Coach	<p>Reading Coach supports the mission and vision of the school. Implements the principals vision for literacy in all grade levels PK - 5th.</p> <ul style="list-style-type: none"> <li>- Leads Reading and Writing Common Planning for all grade levels</li> <li>- Leads integration of Science and Social Studies content through reading strategies</li> <li>- Provides tiered coaching to support teachers</li> <li>- Models the instructional delivery of effective Reading and Writing lessons</li> <li>- Reviews school Reading and Writing data in order to implement a strategic plan to reach student proficiency and gains</li> <li>- Promotes a love for reading among students and families through school wide incentives and programs</li> </ul>
Hicks, Rishena	Math Coach	<p>Math Coach supports the mission and vision of the school. Implements the principals vision for mathematics in all grade levels PK - 5th.</p> <ul style="list-style-type: none"> <li>- Leads Math Common Planning for all grade levels</li> <li>- Leads integration of Science and Social Studies content through reading strategies</li> <li>- Provides tiered coaching to support teachers</li> <li>- Models the instructional delivery of effective Math lessons</li> <li>- Reviews school Math data in order to implement a strategic plan to reach student proficiency and gains</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		- Promotes a love for mathematics among students and families through school wide incentives and programs
McAlister, Kiana	Other	<p>Supports all efforts to intervene and remediate with students showing deficits in Reading, Math or Science.</p> <ul style="list-style-type: none"> <li>- Direct Instruction Reading Teacher</li> <li>- Conducts Push In and Pull out support for small group instruction</li> <li>- Serves as Lead Technology Instructional Support to integrate technology</li> <li>- Reviews school data in order to assist and implement a strategic plan to reach student proficiency and gains</li> </ul>

## Demographic Information

### Principal start date

Monday 6/1/2020, 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

**Total number of students enrolled at the school**

253

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

### Demographic Data

## Early Warning Systems

**2021-22**

**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	42	38	42	32	41	37	0	0	0	0	0	0	0	232
Attendance below 90 percent	17	14	21	5	16	23	0	0	0	0	0	0	0	96
One or more suspensions	0	3	3	0	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	15	15	24	33	16	18	0	0	0	0	0	0	0	121

#### 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	1	1	2	3	2	10	0	0	0	0	0	0	0	19

#### 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	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

#### Date this data was collected or last updated

Thursday 7/1/2021

#### 2020-21 - 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	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

**2020-21 - 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	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

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	50%	57%	44%	50%	56%
ELA Learning Gains				53%	56%	58%	53%	51%	55%
ELA Lowest 25th Percentile				50%	50%	53%	40%	46%	48%
Math Achievement				44%	62%	63%	50%	61%	62%
Math Learning Gains				34%	63%	62%	68%	59%	59%
Math Lowest 25th Percentile				31%	52%	51%	47%	48%	47%
Science Achievement				18%	48%	53%	53%	55%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	52%	51%	1%	58%	-6%
Cohort Comparison						
04	2021					
	2019	43%	52%	-9%	58%	-15%
Cohort Comparison		-52%				
05	2021					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	61%	-7%	62%	-8%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-54%				
05	2021					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	13%	49%	-36%	53%	-40%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

For primary IReady Diagnostic Results and for intermediate District PMA Assessments.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	10	14
	Economically Disadvantaged	8	10	2
	Students With Disabilities	1	3	0
	English Language Learners	0	1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	5	6
	Economically Disadvantaged	3	4	5
	Students With Disabilities	0	1	1
	English Language Learners	0	1	1
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2	8	8
	Economically Disadvantaged	4	3	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	4	1
	Economically Disadvantaged	3	2	0
	Students With Disabilities	0	0	1
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	27	24
	Economically Disadvantaged	22	21	18
	Students With Disabilities	20	0	0
	English Language Learners	13	13	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	31	42
	Economically Disadvantaged	28	16	32
	Students With Disabilities	40	17	25
	English Language Learners	12	25	63
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	35	33
	Economically Disadvantaged	19	31	24
	Students With Disabilities	0	14	0
	English Language Learners	0	11	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	38	45
	Economically Disadvantaged	30	36	35
	Students With Disabilities	0	17	17
	English Language Learners	0	33	57

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	58	53
	Economically Disadvantaged	37	59	50
	Students With Disabilities	25	56	57
	English Language Learners	0	50	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	33	47
	Economically Disadvantaged	33	41	48
	Students With Disabilities	13	22	25
	English Language Learners	25	25	33
	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	36	47
Science	Economically Disadvantaged	32	41	52
	Students With Disabilities	38	44	38
	English Language Learners	0	25	33
	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	36	47
	Economically Disadvantaged	32	41	52

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27			24							
ELL	31			46							
BLK	40	67		53	61		33				
HSP	18			38							
WHT	70			60							
FRL	35	58		50	67		44				
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						

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
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	33
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	65
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

K and 1st show average gains in Reading and Math proficiency. 2nd grade however shows a regression in Math proficiency and minimal progress in Reading. ESE and ELL subgroups show a no improvement, while FRL 1st grade showed progress in the first semester. 2nd grade FRL showed regression.

Overall intermediate grade levels increased from +5 to +20 points in all content areas. 3rd grade ESE subgroups showed a regression in both reading and math. All other grades and subgroups showed an increase or maintained.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2nd and 3rd grade proficiency results show the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Both 2nd grade classes had teacher changes throughout the school year. One 2nd grade class ended the year with a substitute. Coaches cotaught lessons and support the needs, however it was not as frequent due to intermediate needs. Two new seasoned teachers have been hired to lead 2nd grade. A seasoned teacher was shifted from 5th to 3rd grade to assist with the deficits.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

5th grade in all 3 subjects show a +19 or +20 point gain in all three content areas.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Coaches, interventionists and admin implemented small group instruction support mid year.

#### What strategies will need to be implemented in order to accelerate learning?

Student ownership, leading and collaborating to share their thinking which includes teacher emphasis on engagement protocols. Strategic concentration on student's increasing their reading levels by structuring time during the literacy block in addition to direct instruction.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Coaches and admin will model engagement protocols during common planning and faculty meetings. Time will be permitted to discuss the elements of the structural framework to ensure effective instructional delivery. Professional development on the BEST standards will be given to support teachers with lesson planning and creation of aligned tasks.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Literacy initiatives that include classroom libraries in every room and bags of books for all students will be implemented to support an increase in student reading levels. Technology platforms, NearPod, Gizmos, Study Island and Freckle will be utilized to support student individual learning paths and heighten student engagement. Hands on Science, STEM activities for K-5th.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	Upon the review of frequent classroom walkthroughs and student data it was determined by school and state leadership that there was an influx of "teacher talk" and not enough student release in classroom daily lessons. Students were not able to apply strategies to tasks given in order to obtain proficiency.
<b>Measurable Outcome:</b>	3rd - 5th grade students will be proficient on district assessments by maintaining 60% or higher as a grade level in Reading and Math.
<b>Monitoring:</b>	This area of focus will be monitored through collection of student work, discussions during common planning with our instructional coaches, Reading Coach and Math Coach, and data chats with school leadership.
<b>Person responsible for monitoring outcome:</b>	Paula Findlay (smithp10@duvalschools.org)
<b>Evidence-based Strategy:</b>	The use of Collaborative Techniques and Structures involves students working in pairs or groups, speaking, listening and writing about the task given. This engagement and manipulation of the text or problems allows students to be more engaged and practice independence when working.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting this strategy has to do with the success of students that exhibit these strategies already. Proficient students are able to speak about, listen to others and write about the standards based tasks given to them.

**Action Steps to Implement**

Several blended learning platforms and forms of technology will be implemented with the purpose of reinforcing standards taught and student engagement. Headphones for every student, CD players in classrooms will support this use of technology.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

Cultural Responsiveness and Social Emotional Learning play a role in how teachers engage with students. A Professional Book Study centered around understanding student engagement will be implemented through the use of these resources to engage in collaborative techniques with students.

**Person Responsible** [no one identified]

Reading and Math Coach assist teachers with planning lessons that will meet the standards and also be engaging. Collaborative structures, discussion techniques are shared during common planning and modeled by the Reading and Math Coach with teachers.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

**#2. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** Upon the review of data and frequent classroom walkthroughs it has been determined that students are not showing growth in individual skills. Several proficiency scores by grade level show no gains in scores.

**Measurable Outcome:** Kindergarten - 5th grade students will show gains through assessments. All students will show gains from one test administration to the next.

**Monitoring:** This Area of Focus will be monitored through the collection of data on blended learning platforms, I-Ready for K to 2 and Freckle for 3rd - 5th.

**Person responsible for monitoring outcome:** Paula Findlay (smithp10@duvalschools.org)

**Evidence-based Strategy:** Small group instruction with skill and strategy focus is an evidence based strategy that allows teachers to work with a small group of students with a common deficit. This strategic time for instruction targets student needs.

**Rationale for Evidence-based Strategy:** If students are given small group instruction, the student deficits will be targeted and there will be an increase in student understanding of standards based tasks.

**Action Steps to Implement**

Small group instruction is given daily by teachers after reviewing progress monitoring data. Support Staff including paras, partially funded teachers, Interventionists, Reading and Math coaches also lead small group instruction with targeted groups.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 71%, 4th grade is 67%, and 5th grade is 54%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

**Measurable Outcome:**

K-5 data:

\*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

\*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

**Monitoring:**

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

**Person responsible for monitoring outcome:**

Paula Findlay (smithp10@duvalschools.org)

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

**Evidence-based Strategy:**

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

### Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

### Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

**Person Responsible** Paula Findlay (smithp10@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Overall the discipline data shows a decrease in areas of concern.**

**Primary area of concern that the school will monitor is behavior outside of the classroom. School will continue to implement the Dolphin Dojo Store which is a quarterly incentive and celebration for students to earn the opportunity to attend from exhibiting outstanding behavior throughout the school day.**

**Secondary area of concern that will be monitored is offering wrap around services for counseling and mentoring to students in need.**

#### **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.**

Arlington Elementary addresses building a positive school culture and environment through communication with stakeholders and parents. Monthly School Advisory Council meetings, monthly PTA meetings, Parent Engagement Events and school volunteer systems are established systems. The following systems are implemented throughout the school year to maintain the school, parent and partners relationships.

- Monthly newsletters and calendars highlighting important dates and school news sent home with students
- Monthly newsletters and calendars highlighting important dates and school news posted on Social Media platforms
- Teachers maintain daily communication with families using Class Dojo App and Teams

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Arlington Elementary's stakeholders include our faith-based partnerships, Arlington United Methodist Church and Legacy Ministries, local churches near our school. These partners have offered support to our teachers and students through volunteering to complete beautification projects on our campus. These faith based partners have also made donations to contribute to supplies and snacks for students.

Jacksonville University, Boys and Girls Club of North FL and our local Publix, McDonald's and WaWa are all institutions and businesses that have agreed to partner with Arlington Elementary. These establishments offer incentives for students throughout the school year.



Jacksonville Public Library will continue to partner with our school and show support during our SAC meetings.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Student Engagement</b>				<b>\$3,480.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	330-Travel	0461 - Arlington Elementary School	UniSIG		\$2,049.50
			Notes: Field Trips: Mosh and the Jacksonville Zoo All Grade Levels - This line items allows these students to engage in hands on experiences with multiple science and social studies standards. MOSH has standard alignment for each area of the museum ( <a href="https://themosh.org/educate/schools/programs/natural-science/">https://themosh.org/educate/schools/programs/natural-science/</a> ) and the Zoo aligns with multiple Life Science standards for each grade level.			
	7800	390-Other Purchased Services	0461 - Arlington Elementary School	UniSIG		\$1,430.90
			Notes: Field Trips: Transportation Mosh and the Jacksonville Zoo All Grade Levels - This line items allows these students to engage in hands on experiences with multiple science and social studies standards. MOSH has standard alignment for each area of the museum ( <a href="https://themosh.org/educate/schools/programs/natural-science/">https://themosh.org/educate/schools/programs/natural-science/</a> ) and the Zoo aligns with multiple Life Science standards for each grade level.			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Small Group Instruction</b>				<b>\$99,511.68</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0461 - Arlington Elementary School	UniSIG	1.0	\$42,127.94
			Notes: Math Interventionist - This is not a new position. 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. The school will need to push-in and pull-out students for small group instruction. The 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. Identified students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with the school last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). This line item was approved to be funded using UniSIG funds last year.			
	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG		\$4,558.24
			Notes: Math Interventionist Retirement at 10.82%			
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG		\$3,222.79
			Notes: Math Interventionist Social Security at 7.65%			
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG		\$6,753.11
			Notes: Math Interventionist Group Health at 16.03%			
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG		\$8.43



			<i>Notes: Math Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG		\$695.11
			<i>Notes: Math Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG		\$219.07
			<i>Notes: Math Interventionist Flex Benefits at 0.52%</i>			
	5100	150-Aides	0461 - Arlington Elementary School	UniSIG	1.0	\$13,378.01
			<i>Notes: General Education Paraprofessional - 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 100% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities 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. 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%). This line item was approved using UniSIG funds last year.</i>			
	5100	210-Retirement	0461 - Arlington Elementary School	UniSIG		\$1,447.50
			<i>Notes: Paraprofessional Retirement at 10.82%</i>			
	5100	220-Social Security	0461 - Arlington Elementary School	UniSIG		\$1,023.42
			<i>Notes: Paraprofessional Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	0461 - Arlington Elementary School	UniSIG		\$6,068.27
			<i>Notes: Paraprofessional Group Health at 45.36%</i>			
	5100	232-Life Insurance	0461 - Arlington Elementary School	UniSIG		\$8.03
			<i>Notes: Paraprofessional Group Life at 0.06%</i>			
	5100	240-Workers Compensation	0461 - Arlington Elementary School	UniSIG		\$220.74
			<i>Notes: Paraprofessional Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0461 - Arlington Elementary School	UniSIG		\$187.29
			<i>Notes: Paraprofessional Flex Benefits at 1.40%</i>			
	5100	519-Technology-Related Supplies	0461 - Arlington Elementary School	UniSIG		\$1,120.00
			<i>Notes: Lenovo Wireless Mouse 40qty - This line item will allow students to participate in class activities when using the projector/interactive boards during whole group instruction.</i>			
	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG		\$6,884.44
			<i>Notes: LLI kit 1 qty Green 1st grade kit LLI kit 1 qty Orange K grade kit This line item is to provide supplemental support for grades K and 1 students in ELA.</i>			
	5100	369-Technology-Related Rentals	0461 - Arlington Elementary School	UniSIG		\$3,780.00

			Notes: Nearpod license 220 Students - This line is used for all grade levels. Nearpod has standard aligned lesson libraries, interactive videos and activities.			
	6400	310-Professional and Technical Services	0461 - Arlington Elementary School	UniSIG		\$450.00
			Notes: Nearpod Professional Development Webinar: 2 hour session with a Nearpod Trainer for up to 50 participants. This will take place during an Early Release Day so teachers will not be taken out of the classroom.			
	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG		\$490.88
			Notes: Scholastic Magazines News Ed. 4 25 qty \$5.95 each Scholastic News Ed. 5/6 50 qty \$5.95 each plus 10% shipping; This line item will be used to help 4th and 5th grade students with non-fiction literacy standards.			
	5100	369-Technology-Related Rentals	0461 - Arlington Elementary School	UniSIG		\$3,528.00
			Notes: Freckles license K-2 120 qty @ \$27.90 each: This line item is for K-2 online blended learning support with specific interventions.			
	5100	510-Supplies	0461 - Arlington Elementary School	UniSIG		\$2,927.67
			Notes: Supplies, pens, paper, erasers, folders, dry erase markers, easel boards, 2 prong poly folders, labels, color paper, post it notes, pencils, composition books, scissors			
	5100	519-Technology-Related Supplies	0461 - Arlington Elementary School	UniSIG		\$412.74
			Notes: Supplies, toner			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$109,202.50