

Duval County Public Schools

# Arlington Middle School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

## Demographics

**Principal: Scott Stuart**

Start Date for this Principal: 3/26/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: D (37%) 2018-19: C (47%) 2017-18: D (40%)
<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>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI
* 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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>84%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Stuart, Scott	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Corprew, Lisa	Assistant Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Campbell, Kaila	Instructional Coach	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Murrell, Rodrick	Instructional Coach	
Littlejohn, Anthony	Dean	

**Demographic Information**

**Principal start date**

Saturday 3/26/2022, Scott Stuart



**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

24

**Total number of teacher positions allocated to the school**

41

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

770

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

10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

11

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	251	244	245	0	0	0	0	740
Attendance below 90 percent	0	0	0	0	0	0	95	24	33	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	28	86	74	0	0	0	0	188
Course failure in ELA	0	0	0	0	0	0	4	4	24	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	4	6	5	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	90	101	107	0	0	0	0	298
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	114	106	95	0	0	0	0	315
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Using the table above, complete the table below with the number of students by current grade level who have 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	83	105	86	0	0	0	0	274

Using current year data, complete the table below with the number of students identified as being "retained.":

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	22	11	9	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	10	16	9	0	0	0	0	35

Date this data was collected or last updated

Saturday 8/20/2022

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	291	247	239	0	0	0	0	777
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	111	91	101	0	0	0	0	303
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	106	117	100	0	0	0	0	323
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	169	197	124	0	0	0	0	490

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	291	247	239	0	0	0	0	777
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	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	0	0	111	91	101	0	0	0	0	303
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	106	117	100	0	0	0	0	323
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	169	197	124	0	0	0	0	490

**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	0	0	0	0	0	0	0

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	21%	43%	50%				28%	43%	54%
ELA Learning Gains	30%						46%	49%	54%
ELA Lowest 25th Percentile	34%						50%	45%	47%
Math Achievement	24%	35%	36%				35%	49%	58%
Math Learning Gains	37%						47%	50%	57%
Math Lowest 25th Percentile	47%						43%	47%	51%
Science Achievement	28%	48%	53%				34%	44%	51%
Social Studies Achievement	42%	53%	58%				58%	68%	72%

**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
06	2022					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison						
07	2022					
	2019	20%	44%	-24%	52%	-32%
Cohort Comparison		-27%				
08	2022					
	2019	32%	49%	-17%	56%	-24%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	21%	51%	-30%	55%	-34%
Cohort Comparison						
07	2022					
	2019	29%	47%	-18%	54%	-25%
Cohort Comparison		-21%				
08	2022					
	2019	34%	32%	2%	46%	-12%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	34%	40%	-6%	48%	-14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	69%	-12%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	57%	31%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	12	32	29	10	29	43	10	20			
ELL	16	35	32	20	37	48	15	35			
ASN	57	36		71	64						
BLK	17	27	26	19	36	47	18	34	52		
HSP	19	32	47	26	37	52	33	44	58		
MUL	36	39		32	56		50				
WHT	26	39	54	31	31	32	44	60	82		
FRL	19	30	37	23	41	51	26	42	68		
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	9	28	33	10	34	50	7	21			
ELL	11	38	38	17	44	65	14	35			

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
ASN	46	50		46	45						
BLK	18	28	29	17	29	38	20	38	64		
HSP	24	35	18	35	41	59	29	46			
MUL	25	35		35	25			70			
WHT	24	37	47	29	45	72	33	58	67		
FRL	23	32	32	24	31	40	24	47	63		

  

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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	10
Percent Tested	96%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

The number of students in Arlington Middle School scoring a Level 1 in Core Academic Subjects is significantly higher the district average and more than double the state average across all subjects and among all identified Subgroups, including African American, Hispanic, and White, & Migrant students

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

According to student performance on the 2022 State Assessment, the most significant need for improvement is in the area of ELA. Arlington Middle school achieved an overall average proficiency score of 21%, falling 25% below the District Average and 32% below the State Average.

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

There was a very significant loss of instruction and lack of direction & sulicable.

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

The number of students in Arlington Middle School scoring a Level 1 in Core Academic Subjects is significantly higher the district average and more than double the state average across all subjects and among all identified Subgroups, including African American, Hispanic, and White, & Migrant students  
46 words used, 204 words left

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

According to student performance on the 2022 State Assessment, the most significant need for improvement is in the area of ELA. Arlington Middle school achieved an overall average proficiency score of 21%, falling 25% below the District Average and 32% below the State Average.  
44 words used, 206 words left

pervision due to the excessive number of vacancies, particularly in the ELA Department. To combat the negative impact of these vacancies, all sections designated to positions that are vacant have been dissolved and classes have been combined to ensure all students receive core instruction from day 1.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Student performance on the State Science Assessment showed improvement from 2021 to 2022, growing from 25 % to 28% student proficiency.



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

Consistency in delivery of standard-based instruction, lack of vacancies in the 8th Grade Science Department and presence of more experienced teachers allowed for students more easily receive and develop an understanding of those standards and the content being delivered.

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

AMS will be applying a very intentional approach to establishing student ownership for data and information, as well as hands-on learning through application and practice within the core subjects.

**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.**

Professional development on building student investment, creating opportunities for student choice, guiding students in setting academic goals and individual improvement plans. Systems for Parent & Family engagement and instruction on building a culture around academic success will also be provided through professional development opportunities throughout the school year.

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

Strategic Scheduling- Moving Effective Teachers up with their previous cohort has a significant and positive impact on student performance in high accountability subjects.  
Collaborative Planning/Collaborative Learning- The traditional PLC has been replaced with weekly focus meetings for teachers to work with peers to plan effective instruction and assessments based on prioritized focus areas established through the "Collaborative Learning" session, where teachers use data and evidence to set targets and goals for the following weeks.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus**  
**Description and Rationale:** ELL Students are currently one of the lowest subgroup in regard to academic proficiency in ELA & SCIENCE and are below the School Average in All subject areas. By using UNISIG funding to employ an additional ESOL Para and purchase 150 Digital Translation Devices to be assigned to ELL students, the language barrier will be less of an obstacle for students in receiving essential instruction in all classes and in communicating their understanding and needs to their instructors.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Increase student proficiency in ELA, Math, Science & Social Studies by an average of 10% overall for ELL students.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Data Reports for ELL Students will be pulled after each standard-based Progress Monitoring Assessment to measure student performance and compare to previous Progress Monitoring Assessments to identify individual needs of students and individual standards where ELL Students show a need for improvement.

**Person responsible for monitoring outcome:** Kaila Campbell (campbellk6@duvalschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** Use of Digital Translators by ESOL Students; Addition of ESOL Paraprofessional to support students in Core Subjects, Incorporation of vocabulary through instruction in all subject areas

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** -Based on a study of the impact of digital translation and its impact on learning for Second Language Learners- the simultaneous use of digital translation devices allow for students to take ownership for developing their own vocabulary and allows for easier acquisition with the connection between hearing statements in English and having the meaning available immediately. - [https://papers.iafor.org/wp-content/uploads/papers/bce2021/BCE2021\\_61169.pdf](https://papers.iafor.org/wp-content/uploads/papers/bce2021/BCE2021_61169.pdf)

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase & assign digital translation devices to each ESOL student and Teacher who requests.

**Person Responsible** Scott Stuart (stUARTS1@duVALschools.org)

Hire an additional ESOL Paraprofessional to support students in core classes across all grade levels

**Person Responsible** Scott Stuart (stUARTS1@duVALschools.org)

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

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** Based on observations of instruction, primarily with teachers with less than 3 years of experience in the classroom, there has been a consistent need for teachers to release the learning and plan lessons to ensure opportunities for student investment & inquiry to shift the student role from passively engaged observer to actively engaged participant through establishing stations and ensuring class sizes are reasonable enough to accommodate by using TITLE 1 funds to budget for additional core teaching positions in Science & Math. Additionally, Title 1 will be used to fund a Math Interventionist position to support student learning as well as a Paraprofessional to aide academic instructors in core subject areas. Title 1 will also be used to fund a vocational Tech Instructor who will work specifically on building the necessary skills and knowledge with the technology and digital platforms that are a foundational part of the instruction. UNISIG funding will also be utilized to support placement of a Reading Interventionist to provide small-group instruction through "push-in" and "pull-out" support and provide insight/input through Professional Learning Communities. UNISIG will also fund an additional Vocational/Career Tech Instructor to provide more students with the foundational skills needed to successfully navigate the digital platforms, resources, and tools available to them.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Increase in student performance on Comp Sci 3 & Civics Assessments by an average of 15% and an increase of 8% in Math & ELA across all grade levels.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Lesson plans will be monitored for inclusion of student opportunities for Investment and application of knowledge & skill. Lessons will be observed and classrooms monitored for evidence of student work/application that aligns to the learning objectives. Data from district and school-based standard-based assessments will be pulled regularly and compared with district averages.

**Person responsible for monitoring outcome:** Kaila Campbell (campbellk6@duvalschools.org)

**Evidence-based Strategy: Describe the evidence-based** Teachers will use data sheets in core classes to prompt students to take ownership of their learning and performance/data. Teachers will also use stations during the student work period to build ensure students have an opportunity to experience the learning process in multiple formats and through multiple means.

**strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Student choice increases their intrinsic motivation to learn, which leads to more, longer-lasting learning.  
 Students' perceived levels of competence, or their understanding of what is expected of them and why, coupled with their belief that they can accomplish what is expected, also influence their motivation to learn.  
 Cognitive engagement, or students' ability to self-regulate, as well as understand their learning objectives and the relevance of these objectives to their future, is one aspect of student engagement that is related to better learning outcomes.  
 (<https://practices.learningaccelerator.org/problem-of-practice/how-do-i-develop-student-ownership-and-accountability-in-a-station-rotation-model>)

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create & train teachers on effective use of Student Data Sheets to identify individual goals and strategies.

**Person Responsible** Kaila Campbell (campbellk6@duvalschools.org)

Create Standard Mastery Charts to be displayed in Core Classrooms to track student performance.

**Person Responsible** Rodrick Murrell (murrellr1@duvalschools.org)

Observe and monitor lesson plans and classroom lessons for inclusion of opportunities for student investment in Math Classes

**Person Responsible** Lisa Corprew (corprewl@duvalschools.org)

Observe and monitor lesson plans and classroom lessons for inclusion of opportunities for student investment in Science & Social Studies Classes

**Person Responsible** Trenton Harris (harrist@duvalschools.org)

Observe and monitor lesson plans and classroom lessons for inclusion of opportunities for student investment in ELA Classes

**Person Responsible** Scott Stuart (stuart1@duvalschools.org)

The use of general classroom supplies and materials provided through the district storeroom will be put to use to improve student engagement in all cores subject areas.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Differentiation**

**Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Discrepancies across multiple demographics, including ELL, SWD, AFRICAN AMERICAN, HISPANIC, & WHITE Students demonstrate a need for a more individualized supports. TITLE1 Funding will be applied to purchase access to iREADY Ready Reading & Math for all AMS students and Teachers to ensure students have opportunity to supplement their instruction/learning in a way that is more accessible to them and aligned with their individual needs. Additionally, TITLE 1 Funding will be used to provide training, resources, and support for Math instruction through the ACALETICS program. Additionally, UNISIG Funds will be used to fund in-school tutoring through the BOOM LEARNING Program.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase student performance for each sub-group (ELL, WHITE, AFRICAN AMERICAN, HISPANIC) by a minimum of 8% average over all grade-levels through the use of i-Ready to supplement instruction in both ELA & Math.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Student participation, application and performance will be monitored through digital reports on a weekly basis by teachers and a monthly basis by administrators and instructional coaches.

**Person responsible for monitoring outcome:**

Scott Stuart (stuart1@duvalschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Use of iREADY Digital platform to support differentiated instruction relating to literacy and math skills. Use of ACALETICS to support student growth in Mathematics. Use of Boom Learning in-school tutors to support math students.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

Studies have demonstrated that the use of iREADY has had a significantly positive effect on student performance when applied to those who traditionally perform lower in reading and math. (<https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1729&context=etd2020>)

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Incorporate iReady reading and math into the blended learning platform for AMS students and schedule training for teachers to learn best practices and use of resources to ensure successful implementation.

**Person Responsible** Scott Stuart ([stuart1@duvalschools.org](mailto:stuart1@duvalschools.org))

Monitor and support teachers in planning assignments to include iREADY as a resource and in using diagnostic and performance data to guide instruction and strategies for differentiation in Math classes.

**Person Responsible** Rodrick Murrell ([murrellr1@duvalschools.org](mailto:murrellr1@duvalschools.org))

Monitor and support teachers in planning assignments to include iREADY as a resource and in using diagnostic and performance data to guide instruction and strategies for differentiation in ELA classes. Boom Learning Tutors will participate in planning and collaboration with teachers and coaches to provide differentiated support.

**Person Responsible** Kaila Campbell ([campbellk6@duvalschools.org](mailto:campbellk6@duvalschools.org))

**#4. Positive Culture and Environment specifically relating to Student Discipline & Behavior Management**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2022 5 Essentials Report, "Overall, Arlington Middle School is not yet organized for improvement." Arlington Middle School experienced a decline in each of the 5 Essential Domains from 2021 to 2022, resulting being categorized as "WEAK" for "Effective Leaders" (a drop from 43% to 29%); "VERY WEAK" in "Ambitions Instruction" (a drop from 44% to 18%); "VERY WEAK" in "COLLABORATIVE TEACHERS" (a drop from 27% to 11%); "VERY WEAK" in "Involved Families" (a drop from 23% to 11%); and "VERY WEAK" in "Supportive Environment" (a drop from 16% to 3%). Use of Title 1 Funds to provide a part time Parent Involvement Liaison and to increase parent engagement and involvement in ensuring students are meeting expectations both academically and regarding to behaviors. Additionally, Title 1 will be used to fund a second Dean position to aid in managing school-wide behavior systems, monitoring student behaviors, enforcing the student code of conduct and leading the implementation of PBIS Strategies on a school-wide level, as well as in individual classrooms. Additionally, Quarterly Parent Engagement Nights will be held to review school and district data, goals for academics and behavior, and initiatives to improve student performance in both.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

10% decrease in Out of School Suspensions and 20% decrease in the number of students receiving more than one out of school suspension.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Discipline Reports will be pulled and reviewed on a monthly basis through school leadership team meetings. The Dean will pull data and provide a summary of current trends as well as comparison to the data from the previous school year.

**Person responsible for monitoring outcome:**

Anthony Littlejohn (littlejohna@duvalschools.org)

**Evidence-based Strategy: Describe the evidence-based**

PBIS (Positive Behavior Intervention Systems), including student incentives, increase parent communication, implementation of progressive discipline plans and preventative/proactive strategies to reduce the number of infractions and repeated infractions.



**strategy  
being  
implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the  
rationale for  
selecting  
this specific  
strategy.**

School-wide Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies ([https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8\\_Evidence%20Base%20PBIS%20043020.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf))

**Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Lead the School in PBIS strategy implementation and training. Track disciplinary infractions and provide interventions.

**Person**

**Responsible**

Anthony Littlejohn ([littlejohna@duvalschools.org](mailto:littlejohna@duvalschools.org))

**#5. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

More than 60% of current Instructional staff are considered "inexperienced Teachers." This is 22.5% higher than the District Average and 34.7% higher than the state average. Using the 5 Essentials Survey from the previous year, it is evident that the perception is that teachers have not received the support or professional development necessary to be successful in their work. The lack of experience for current teaching staff correlates with the increased number of disciplinary infractions and lack of differentiated instruction. Through U UNISIG funding, AMS will employ 2 individuals as part of the Retire Teacher Mentor Program for 25 hours a week, working specifically with teachers who are considered "inexperienced".

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective outcome.**

Retain approx. 85% of current teachers with an effective/highly-effective status (Approx. 30/37 teachers). Increase of 5 Essential Survey Data from "Weak" to "Strong" in regard to school culture, support, safety, and Professional development.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

5 Essentials Survey Data, Student Performance, Through Classroom Observations, Teacher Input, Student Discipline Data, CAST Evaluation Data.

**Person responsible for monitoring outcome:**

Lisa Corprew (corprewl@duvalschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Use of Retired Teacher Mentors to support less experienced teachers.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

In a 2017 Study, the results of student performance on standardized assessments showed a significant increase for those students in classrooms where less experienced teachers received support from Retired Teacher Mentors when compared to those who did not. <https://files.eric.ed.gov/fulltext/ED573097.pdf>

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

**#6. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the 2021-2022 State Assessment Data, Arlington Middle School Students categorized as Students With Disabilities (SWD) performed at level of proficiency that averaged less than half the District & State Averages in each subject area.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

SWD students at Arlington Middle School will increase average proficiency (scoring 3+) in each tested area by 10%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Each SWD student will have standard-based assessment data monitored both by subject area teacher and designated ESE/VE Teacher. Alignment of instruction and academic supports to individual education plans (IEP's) will be monitored through the ESE department.

**Person responsible for monitoring outcome:**

Jennifer Sibley-Perone (sibley-peronej@duvalschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being**

ESE- Varied Exceptionalities Certified Teachers will provide instructional support in cores subjects through collaborative planning with core-subject teachers with a focus on providing differentiation of instruction aligned to individual student needs. VE Teachers will also work with SWD students in small groups to ensure effective comprehension through supports outlined in their Individual Education Plans.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** Below is a link to a table of information that identifies major categories of research-based practices for teaching Students with Disabilities (Column 1), including Universal Design for Learning (UDL), Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Assistive Technology (AT), as well as research-based instructional practices for students with all levels of disabilities, as well as ELLs with disabilities. In addition, it provides specific examples (though not exhaustive) of research-based best practices when teaching Students with Disabilities (Column 2) and how teacher evaluators can identify evidence of these practices in classroom observation, teacher conferences or other sources of evidence (Column 3). The citations and references listed in Column 4 have complete bibliographic information at the end of the document

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.** <https://www.oneontacsd.org/Downloads/research-based-practices-for-teaching-students-with-disabiliti.pdf>

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative planning between ESE/VE Teacher and Core Subject Teachers to include Research-based Practices for Teaching Students with Disabilities as necessary into each academic lesson. Including, but not limited to: Teaching in small interactive groups, Extended Practice and Application of Skills/Concepts, Present Learning in Multiple Ways, Assess Learning in Multiple Ways, Using Student Interests.

**Person Responsible** Jennifer Sibley-Perone (sibley-peronej@duvalschools.org)

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

The two pillars for Arlington Middle Schools Plan for Improvement for the 2022-2023 School Year are: OWNERSHIP & COMMUNITY

**OWNERSHIP**

-FACULTY & STAFF- Every Faculty Member is encouraged to take advantage of an opportunity to invest in the improvement of Arlington Middle School, whether through professional development, organizing events, coordinating celebrations, etc.

-STUDENT- Teachers will be intentional in planning lessons and assignments that will take into account

that opportunities for students to invest into a lesson increases the sense of ownership for the student. Students will also utilize performance data to set goals and create plans for personal academic improvement. Additionally, Restorative practices will be applied to negative behaviors and outcomes to instill personal responsibility and students experience ownership for actions & decisions.

#### COMMUNITY

-PARENT/FAMILY- Every Quarter, Parents & Family Members will be invited to attend sessions to build and review academic support plans with the support of teachers, coaches, counselors, and administrators, in the interest of establishing a system for parents to support their child's academic success.

-PARTNERSHIPS- Through the PARTNERS WITH PURPOSE program, Arlington Middle School will serve as a central hub for networking amongst local businesses and organizations to connect stakeholders with one another as well as to share opportunities, resources, and information in the interest of supporting, building, and improving the Arlington Community by investing in its youth.

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

PRINCIPAL- SCOTT STUART-SCHOOL MANAGEMENT & COMMUNITY & PARENT INVOLVEMENT, FACULTY SUPPORT

ASST PRINCIPAL- LISA CORPREW- TECHNOLOGY, FACILITIES, EQUIPMENT & RESOURCES, FACULTY SUPPORT

ASST PRINCIPAL- TRENTON HARRIS- SCHEDULING & LOGISTICS, FACULTY SUPPORT

ASST PRINCIPAL- MARY WILSON- PLANNING & CAREER EXPLORATION FOR PRIDE, FACULTY SUPPORT

READING COACH- KAILA CAMPBELL- ELA SUPPORT, COMMUNITY RELATIONS (NEWSLETTER & WEBSITE) & TEACHER APPRECIATION

MATH COACH- RODRICK MURRELL- MATH SUPPORT, 5000 ROLE MODELS& STUDENT EVENTS/ CELEBRATION

DEAN- A. LITTLEJOHN- PBIS STRATEGIES, STUDENT BEHAVIOR INCENTIVES, RESTORATIVE PRACTICES

COUNSELOR- D. WARLICK-STUDENT SUPPORT(MENTAL, EMOTIONAL, ACADEMIC)

COUNSELOR- S. KEARNS- STUDENT SUPPORT (MENTAL, EMOTIONAL, ACADEMIC)

AVID TEACHER- C. BLACKWELL- AVID STRATEGIES & YEARBOOK ORGANIZER

VE TEACHER- A.SEABROOKS- SUNSHINE COMMITTEE PRESIDENT

DATA ENTRY CLERK-O. WATSON- DECORATING & EVENT ORGANIZER

PRINCIPAL SECRETARY- R. GRAVES- SUBSTITUTE MANAGEMENT, FACULTY APPRECIATION & CELEBRATIONS

ATHLETIC DIRECTOR-P. HOWARD- ATHLETIC EVENTS

PARENT LIAISSON- R. GRANT- PARENT & COMMUNITY ENGAGEMENT, LOCAL ORGANIZATION

COLLABORATIONS

RECEPTIONIST-S. CHANDLER- RECEPTION, ANNOUNCEMENTS, OFFICE MANAGER

BOOKKEEPER-S. MORROW- SCHOOL RESOURCE INVENTORY

DEAN'S SECRETARY-A. FURLOW- CONFLICT MEDIATION & PARENT SUPPORT

BOYS & GIRLS CLUB COORDINATOR- R. MORGAN- AFTER SCHOOL ACADEMIC SUPPORT PROGRAM

ACHIEVERS FOR LIFE- B. TATE-6h GRADE ACADEMIC AND PERSONAL/FAMILY SUPPORT

COMMUNITIES IN SCHOOLS- P. KICKLIGHTER- 7th GRADE ACADEMIC AND PERSONAL/FAMILY SUPPORT

GEAR UP- S. OLIVER- 8th GRADE ACADEMIC SUPPORT

SECURITY- PRESLEY- STRUCTURE & ORGANIZATION, HEAD FOOTBALL COACH, SCHOOL SAFETY

SECURITY- BROWN- STRUCTURE & ORGANIZATION, TEACHER SUPPORT, SCHOOL SAFETY

SECURITY- JOHNSON- STRUCTURE & ORGANIZATION, MORNING SUPERVISION, SCHOOL SAFETY

SCHOOL RESOURCE OFFICER- D. SESEBERRY- STUDENT RELATIONS, SCHOOL SAFETY

SAC CHAIR- T. HAROLD-JACKSON- COMMUNITY RELATIONS & SUPPORT

FULL SERVICE SCHOOLS -H. WEIGHTMAN- MENTAL HEALTH CARE PROVIDER