Arlington Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Arlington Middle School

8141 LONE STAR RD, Jacksonville, FL 32211

http://www.duvalschools.org/arlingtonmiddle

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Deliver quality instruction to set a foundation for student success in high school, college, and career.

Provide the school's vision statement.

Arlington Middle School will partner with community stakeholders and families in the Arlington Community to ensure every student has the resources and opportunity to excel academically, socially and emotionally. Every Student. Every Day.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Silas, Tommy	Assistant Principal	
Stuart, Scott	Principal	
Corprew, Lisa	Assistant Principal	
Campbell, Kaila	Instructional Coach	
Murrell, Rodrick	Instructional Coach	
Littlejohn, Anthony	Dean	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council will meet monthly to review, reflect and offer input on progression toward achieving each goal included in the School Improvement Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Through Weekly Leadership meetings, Administration and key support staff will analyze current data in relation to the goals for school improvement and develop/adapt strategies to ensure success in achieving those goals. Through the use of the most current data, both formal and informal, students will be evaluated and identified for targeted support and interventions to improve performance and close apparent gaps in student achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	68	20	50	138
One or more suspensions	0	0	0	0	0	0	132	66	59	257
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	49	17	68
Course failure in Math	0	0	0	0	0	0	10	4	5	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	133	151	404
Level 1 on statewide Math assessment	0	0	0	0	0	0	116	122	119	357
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	140	120	129	389

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	18	8	1	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	95	24	33	152
One or more suspensions	0	0	0	0	0	0	28	86	74	188
Course failure in ELA	0	0	0	0	0	0	4	4	24	32
Course failure in Math	0	0	0	0	0	0	4	6	5	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	90	101	107	298
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	106	95	315
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	83	105	86	274

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	22	11	9	42
Students retained two or more times	0	0	0	0	0	0	10	16	9	35

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	95	24	33	152
One or more suspensions	0	0	0	0	0	0	28	86	74	188
Course failure in ELA	0	0	0	0	0	0	4	4	24	32
Course failure in Math	0	0	0	0	0	0	4	6	5	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	90	101	107	298
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	106	95	315
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	83	105	86	274

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	22	11	9	42
Students retained two or more times	0	0	0	0	0	0	10	16	9	35

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	21	42	49	21	43	50	22		
ELA Learning Gains				30			32		
ELA Lowest 25th Percentile				34			32		
Math Achievement*	28	49	56	24	35	36	24		
Math Learning Gains				37			34		
Math Lowest 25th Percentile				47			46		
Science Achievement*	26	48	49	28	48	53	25		
Social Studies Achievement*	40	66	68	42	53	58	46		
Middle School Acceleration	63	82	73	66	47	49	59		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	13	31	40	31	85	76	50		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	191
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	16	Yes	2	2
AMI				
ASN	63			
BLK	30	Yes	2	2
HSP	17	Yes	2	1
MUL	39	Yes	1	
PAC				
WHT	38	Yes	1	
FRL	30	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	30	Yes	1	1
AMI				
ASN	57			
BLK	31	Yes	1	1
HSP	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	43			
PAC				
WHT	44			
FRL	39	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	21			28			26	40	63			13
SWD	15			16			18	33			4	
ELL	13			18			17	20			5	13
AMI												
ASN	53			73							2	
BLK	20			26			22	37	46		5	
HSP	16			19			20	28			5	0
MUL	32			45							2	
PAC												
WHT	23			36			39	52			4	
FRL	20			28			26	43	58		6	6

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	21	30	34	24	37	47	28	42	66			31
SWD	12	32	29	10	29	43	10	20				
ELL	16	35	32	20	37	48	15	35				31
AMI												
ASN	57	36		71	64							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	17	27	26	19	36	47	18	34	52			
HSP	19	32	47	26	37	52	33	44	58			27
MUL	36	39		32	56		50					
PAC												
WHT	26	39	54	31	31	32	44	60	82			
FRL	19	30	37	23	41	51	26	42	68			48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	32	32	24	34	46	25	46	59			50
SWD	9	28	33	10	34	50	7	21				
ELL	11	38	38	17	44	65	14	35				50
AMI												
ASN	46	50		46	45							
BLK	18	28	29	17	29	38	20	38	64			56
HSP	24	35	18	35	41	59	29	46				47
MUL	25	35		35	25			70				
PAC												
WHT	24	37	47	29	45	72	33	58	67			
FRL	23	32	32	24	31	40	24	47	63			56

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

		ELA				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	21%	40%	-19%	47%	-26%
08	2023 - Spring	17%	41%	-24%	47%	-30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	38%	-21%	47%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	43%	-18%	54%	-29%
07	2023 - Spring	29%	40%	-11%	48%	-19%
08	2023 - Spring	28%	45%	-17%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	35%	-11%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	52%	16%	50%	18%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	63%	-26%	66%	-29%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA/READING- 6 Vacancies in ELA/Reading department alone for 2 consecutive years. Majority of teachers in ELA Dept have less than 3 years of teaching experience.

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

The greatest decline was in Civics. Falling 5% from the previous year. The primary factor in this decline was the absence of and "advanced" group of students taking the test. In the previous year, a group of high performing 6th Graders was included in the testing group.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

6th GRADE ELA & MATH were both more than 20% below the state average.

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

Math improved at every grade level. There were a number of interventions aligned with math, including: After School Tutoring, Pull-Out-Sessions with Booming Learning & Turn-Around Solutions, & the use of Edmentum & I-Ready Math as supplemental support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

students with 1 or more suspensions (Rising 7th Graders)
8th grade level 1 Achievement

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

1. Reading
2. Civics
3. Science
4. Acceleration

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Black male and female students accounted for 74% (1,775) of the 2,384 referrals of discipline, an average of 31 referrals per teacher for these students. From this group, Black males accounted for 45% (1,084) of all referrals across all subgroups and 61% amongst black students. Additionally, 52% and 59% of Class I referrals were processed for Black male and female students respectively.

Hispanic male and female students accounted for 11% (270) of the 2,384 referrals for discipline. Hispanic males had 6% (150) of all referrals across all subgroups and 56% amongst Hispanic students. Both male and females received 50% of Class I referrals from their subgroup.

This data suggests that PBIS plans and classroom interventions are not fully integrated into the schools culture, but are essential to maximizing instructional time and sustaining student engagement in the classroom.

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

The following outcomes will be achieved:
* Decrease Class I referrals school-wide from 1,318 by 25%
*

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

Bi-Weekly Reports will be produced and shared in Leadership Meetings

Person responsible for monitoring outcome:

Anthony Littlejohn (littlejohna@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Intervention Systems will be applied to improve overall student behaviors and decrease the number of discipline infractions. Additionally, CHAMPS Strategies will be applied to set clear expectations for designated areas on campus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS has been a District wide adopted strategy to improve student behaviors and school culture.

https://global-uploads.webflow.com/5d3725188825e071f1670246/
60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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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.

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Development of PBIS TEAM, including DEANS, Administration, and classroom teachers and monthly meetings to determine strategies and next steps to ensure consistent and effective implementation of the PBIS program, including identifying interventions and incentives for students.

Person Responsible: Anthony Littlejohn (littlejohna@duvalschools.org)

By When: October 31st, 2023

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the benchmark walk-through tool scores, the most significant area for improvement was related to assessment opportunities for students. This particular category averaged 2.9 on a scale of 1.0 - 5.0 with state equivalent experience being the lowest.

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

As a result of students not receiving state equivalent experience in the classroom, they were not adequately prepared for the formative and summative assessments. The goal for this school year will be to have an overall category average of 4.0 or higher on the benchmark walk-through tool.

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

Each administrator will complete a minimum of five benchmark walk-throughs each week. This data will be collected form the benchmark walk-through dashboard and reviewed bi-weekly by the data team to assess the alignment of assessment rigor to benchmarks and collaborate on adjustments needed in instruction and assessment that meets the level of rigor. This will then be included as an agenda item on weekly PLCs and student assessment protocols will be used to review formative assessments.

Person responsible for monitoring outcome:

Scott Stuart (stuarts1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Iterative Systematic Assessment Cycle will be used that includes the following phases: 1) Implement methods to gather data and to methods to deliver it; 2) Gather data; 3) Interpret data; and 4) Make decisions on improving.
Understanding by Design will be taught to and used by teachers during PLCs for the purpose of designing instruction and assessment that meets the end goal of each benchmark.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of the Iterative Systematic Assessment Cycle gives a systematic method for gathering data, understanding its meaning, and using it to make collaborative decisions versus making adjustments based on opinion. Understanding by Design allows teachers to consider the state equivalent experience before planning any lessons because that should be the goal for any lesson.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Plan agenda for Bi-Weekly Data Team Meeting (2nd and 4th Thursday each month)

Person Responsible: Tommy Silas (silast@duvalschools.org)

By When: Tuesday before each bi-weekly data team meeting.

Collect assessment data and assessments used in classrooms

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

By When: Tuesday before each bi-weekly data team meeting.

Attend training on Understanding by Design and present to faculty.

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

By When: Pre-Planning August 8, 2023.

Leadership Team will attend the BSI Conference in Summer 2024

Person Responsible: Scott Stuart (stuarts1@duvalschools.org)

By When: June 2024

Supplemental Assistant Principal - Will provide additional administrative instructional support to content area teachers and work in coordination with the Middle School Region of Change Executive Directors to: 1) provide instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; 2) serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; 3) ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; 4) support the effective use of benchmarks, learning, and expectations; 5) provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process; and 6) support and promote a positive learning culture through job-embedded coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery

Person Responsible: Scott Stuart (stuarts1@duvalschools.org)

By When: Ongoing

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Arlington Middle School has experienced an significant rise in ELL population, resulting in a need for additional support staff and interventions tailored to the specific needs of these students.

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

Improve significant growth in ELA performance from by 10% across all 3 grade levels (from 30% to 40%).

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

Student growth will be monitored throughout the year through the IMAGINE LEARNING online platform as part of the district-wide plan. Additionally, student performance will be measured through regular standard-aligned teacher-made assessments, as well as District & STate Standard-based assessments.

Person responsible for monitoring outcome:

Kaila Campbell (campbellk6@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Imagine Learning will be incorporated into all ELA & Reading courses for ELL Students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

https://www.imaginelearning.com/essa-effectiveness/
Imagine Learning partners with independent research firms to conduct ESSA-aligned research every year. Besides demonstrating evidence of effectiveness, these studies and research partnerships provide a wealth of information that is translated into product enhancements, added supports for educators, and research publications for the advancement of effective educational practices.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher Training on effective implementation and monitoring of student performance through the Imagine Learning Online platform

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

By When: October 15, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be displayed on the school Website at www.duvalschools.org/arlingtonmiddle.
A link to the PDF will also be included in the weekly school newsletter.
The SIP will also be reviewed by the School Advisory Council at the Monthly Meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Continued Improvements in communication with families and community members through pickmykid app, weekly newsletters, Monthly SAC meetings, Quarterly Parent Engagement Nights,

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

A data tracking system will be in place for all core subjects that includes school-wide, Class-wide, and individual performance tracking on standard-based assessments, including frequent "level-up" checks, for students to assess their progress toward the next performance goal and celebrate those that have been reached.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$9,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	648	2131 - Arlington Middle School	UniSIG	0.0	$400.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Mobile Bluetooth Sound System			
	5100	643	2131 - Arlington Middle School	UniSIG	0.0	$5,590.00
			Notes: Lexmark CS431dw Color Laser Printers			
	5100	642	2131 - Arlington Middle School	UniSIG	0.0	$1,400.00
			Notes: Mobile Rolling Standing Desk: 10 rolling desks @$140/each			
	5100	510	2131 - Arlington Middle School	UniSIG	0.0	$2,500.00
			Notes: PBIS School Store Materials & Supplies Includes the following items: Correction Fluid & Tape, Staplers & Staples, Paper & Binder Clips, Paper Punches & Cutters, Binders, Dividers & Tabs, Report Covers & Portfolios, Sheet Protectors, Name Badges & Holders, Backpacks, Post-It & Sticky Notes, Tape & Adhesives, Presentation Boards, Colored Pencils, Markers, Crayons, Glue, Construction Paper, Calculators, Earbuds & Headphones, Flash Drives, Pens, Pencils, Highlighters & Markers, Correction Fluid, Erasers, Pocket Folders, File Folders, Sheet Protectors, Scissors, Pencil Cases, Rulers/ Protractors, Notebooks/Composition Books, Loose Leaf Paper, Index Cards, Graph Paper			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$307,844.19**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	2131 - Arlington Middle School	UniSIG	0.0	$3,075.00
			Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x $650 (hotel), 3 participants x $175 (travel), 3 participants x $200 (per diem)			
	6400	130	2131 - Arlington Middle School	UniSIG	0.75	$59,650.00
			Notes: Supplemental Assistant Principal Salary - 3 positions to be shared by the UniSIG MIddle Schools (Dupont, Gilbert, Arlington and Lake Shore)			
	6400	200	2131 - Arlington Middle School	UniSIG	0.75	$23,973.34
			Notes: Supplemental Assistant Principal Benefits			
	5100	150	2131 - Arlington Middle School	UniSIG	1.0	$19,488.00
			Notes: Classroom Paraprofessional Salary (Vacancy)			
	5100	200	2131 - Arlington Middle School	UniSIG	1.0	$11,874.95
			Notes: Classroom Paraprofessional Benefits (Vacancy)			
	5100	369	2131 - Arlington Middle School	UniSIG		$7,771.50
			Notes: Kahoot! EDU PRO License: 1/yr subscription for whole school			
	5100	369	2131 - Arlington Middle School	UniSIG		$6,500.00
			Notes: Edmentum Study Island: 1/yr subsctiption for all Civics students (approx. 325)			
	5100	510	2131 - Arlington Middle School	UniSIG		$18,185.38
			Notes: Classroom Supplies for AVID: Gr6-8 700 students; drawer organizers, pocket organizers, binders, dividers, paper, hole punch, stapler, pencil sharpener, pencil pouch, vertical hanging wall file holders, Lexmark toner cartridge			

	6400	310		2131 - Arlington Middle School	UniSIG	0.0	$5,000.00
				Notes: Professional Development Library (4 of each title): First Days of School, Harry Wong; Teach Like a Champion, Doug Lemov; Teach Like a Pirate, Dave Burgess; Why Don't Students Like School, Daniel Willingham; The Reading Strategies Book, Jennifer Serravallo; Visible Learning , John Hattie; Invent to Learn, Martinez & Stager; Making Thinking Visible, Morrison; How Children Suceed, Paul Tough; Teach like your hair's on Fire, Rafe Esquith; Disrupting Thinking, Beers & Probst; Th Inovator's Mindset, George Couros; An Urgency of Teachers, Stommel & Morris; Why they Can't Write, John Warner; 180 Days, Kittle & Gallagher; Cultivating Genius, Gholdy Muhammad; Fostering Resilient Learners, Souers & Hall; If you Don't Feed the Teachers, They Eat The Students, Connors; Better than Carrots or Sticks, Smith,Fisher, & Frey; The New Art & Science of Teaching, Marzano; Raising the Rigor, Eileen Depka; How to Differentiate INstruction in Academically Diverse Classrooms, Tomlinson; Empower, Spencer & Juliani; Understanding By Design, Wiggins & McTighe; An Educator's Guide to STEAM, Quigley & Herro; Grading for Equity, Feldman; Simplify Work, Newton; 7 C's Framework of Effective TEaching, Tripod				
	6400	330		2131 - Arlington Middle School	UniSIG	0.0	$8,000.00
				Notes: Lit Con 2024: January 27-30, 2024, Columbus, OH, 4 participants x $600 (registration), 4 participants x $700 (hotel), 4 participants x $500 (travel), 4 participants x $200 (per diem)				
	6400	330		2131 - Arlington Middle School	UniSIG	0.0	$32,900.00
				Notes: AVID Summer Institute: June 2024, Florida, 14 participants x $1050 (registration), 14 participants x $900 (hotel), 14 participants x $200 (travel) and 14 participants x $200 (per diem)				
	5900	120		2131 - Arlington Middle School	UniSIG	2.0	$66,270.00
				Notes: Retired Mentor Teacher Salary x2 (Vacancy)				
	5900	200		2131 - Arlington Middle School	UniSIG	2.0	$14,572.02
				Notes: Retired Mentor Teacher Benefits x2 (Vacancy)				
	5100	648		2131 - Arlington Middle School	UniSIG	0.0	$2,500.00
				Notes: Individual 13 inch Laminators: 50 items @ $$59.99/each				
	5100	648		2131 - Arlington Middle School	UniSIG	0.0	$3,200.00
				Notes: USI Thermal Roll Laminators: 2 laminators @$1599.95/each				
	5100	648		2131 - Arlington Middle School	UniSIG	0.0	$500.00
				Notes: Wireless Graphic Drawing Tablet: 20 items @$39.99/each				
	5100	643		2131 - Arlington Middle School	UniSIG	0.0	$23,136.00
				Notes: Lexmark MS521DN Mono Laser Printers: 50 items @$482/each				
	5100	642		2131 - Arlington Middle School	UniSIG	0.0	$1,080.00
				Notes: Magnetic Digital Timers: 60 items @$18/each				
	5100	642		2131 - Arlington Middle School	UniSIG	0.0	$168.00

			Notes: Tera QR Wireless Barcode Scanner: 3 items@$56.61/each			
3	**III.B.**	**Area of Focus: ESSA Subgroup: English Language Learners**				**$35,971.35**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	2131 - Arlington Middle School	UniSIG		$26,000.00
			Notes: Before, After & Saturday Tutoring Stipend: 20 teachers x 3 hrs/week x $24/hr x 16 weeks			
	6400	200	2131 - Arlington Middle School	UniSIG		$9,971.35
			Notes: Before, After & Saturday Tutoring Benefits			
					Total:	**$353,705.54**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No