Draft

2006-2007
SCHOOL IMPROVEMENT PLAN
Middle School

School Name: Arlington Middle
School Number: 213

Date of Public Hearing: ____October 10, 2006_____

Signatures of Approval

Principal: _____ Date: _____

SAC Chair: _____ Date: _____

Cluster Chief: _____ Date: _____

Draft

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SCHOOL IMPROVEMENT PLAN

School Name: Arlington Middle School
School Number: 213

2006 School Performance Grade: C

*	Required of Title I SINIs, "D", "F" and repeating "F" schools only
**	Required additionally of "F" and repeating "F" schools
	Required of **all** schools

***Vision/Mission:**

Arlington Middle School provides all students with a curriculum that enhances basic skills and knowledge needed for critical thinking and decision making. The school endeavors to provide an atmosphere of respect, teamwork, and cooperation that enhances safety, caring and learning.

*** School Profile/Demographics:**

Arlington Middle School is organized into two academic houses. Each house contains a sixth grade, a seventh grade and an eighth grade team. Each house is assigned a House Administrator (Assistant Principal) and a Guidance Counselor. The teams consist of a teacher in each of the following areas: Language Arts, Mathematics, Social Studies, Science and an ESE Co-teacher to support our ESE students in an inclusive setting. Our elective programs consist of Art, Journalism and Computer Explorations, AVID Class, Advanced Reading, Chorus.

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results
2005-2006 Disaggregated Data

http://schoolgrades.fldoe.org/0506/detail1.cfm?cosch=162131
http://web.fldoe.org/NCLB/default.cfm?action=report2&school=2131&level=School&district=16
http://fcat.fldoe.org/default.asp?action=OneSchoolDetails&district_number=16&district_name=DUVAL&schnum=2131

School Accountability Report

The following table provides information on the composition of the student population at the school.

Racial/Ethnic Group	Female	Male	2006 - 2007
White	157	175	35%
Black	243	249	52%
Hispanic	29	46	8%
Asian	8	9	2%
American Indian	1	0	0%
Multiracial	22	16	4%
Disabled	64	125	20%
Economically Disadvantaged	316	303	65%
LEP	8	10	2%
Female	460		48%
Male		495	52%
Total	955		

**School Match (schools TBD)
Not Applicable

Highly Qualified Certified Administrators/High Performance Management

Deborah Smith has been principal of Arlington Middle School since July of 2004. She holds a Professional Certificate in Educational Leadership and School Principal at all levels. Ms. Smith has a total of 19 years experience in education, with 7 of those years being in the classroom.

William Koerick has been an assistant principal of Arlington Middle School since July of 2006. He holds a Professional Certificate in Educational Leadership at all levels.

Tracy Carter has been an assistant principal at Arlington Middle School for 6 years. She holds a Professional Certificate in Educational Leadership at all levels.

Alesha Seabrooks has been an assistant principal at Arlington Middle School for 5 years. She holds a Professional Certificate in Educational Leadership at all levels.

*Recruitment/Retention of Highly Qualified Teachers
Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.
Not Applicable

ADDITIONAL REQUIREMENTS

* School-Wide Improvement Model
Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement? Arlington Middle School is following the standards based school improvement model based on the NCEE/America's Choice School Design.

* Communications With Parents
Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand. Report cards are produced after every 9 week grading period and sent home via the student. Final report cards are mailed home at the end of the school year. Progress reports are produced every 3 weeks during each grading period and sent home via the student. Copies are filed in each house office for future parental reference.

* Preschool Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:
Not Applicable

* Teacher Mentoring
Describe your school's Teacher Mentoring Program.
Arlington Middle School mentors teachers new to education through the district Teacher Induction Program. Emphasizing high standards in education, the Teacher Induction Program assists and supports teachers new to the profession or to Duval County. Highly trained professional development facilitators conduct district and school based workshops designed to increase the teacher's skills in the classroom. On site mentors provide day-to-day coaching, modeling and classroom observations. In addition, the Teacher Induction Program assists teachers in meeting requirements for Florida Professional Teaching Certification. Some new teachers also participate in the Alternative Certification program. Teachers new to Arlington are also coached by a bi-weekly meeting run by an assistant principal.

Extended Learning Opportunities/Safety Nets
Extended Learning Opportunities and Safety Nets are afforded in the following ways: After school tutoring (via SAI), Team-UP, the ALC Lab, Standards-Based Promotions, grade recovery, AVID tutoring, Ren Place.

GOALS

Goal 1: Academic Performance (Reading)
District/School Target(s) for All Students in All Curriculum Groups:

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

Needs Assessment:
Students enrolled at Arlington Middle School in August of 2006 have the following FCAT data:
Reading below level 3: 445 Reading at or above level 3: 466 No Reading Data: 35

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:
55% of all standard curriculum 6th – 8th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).

Evaluation/Accountability:

Samples of student work will be collected monthly and evaluated in subject area collaboration meetings. Student work samples will include writing samples evaluated against the rubrics for short and extended responses based on the FCAT reading test.

Overall reading comprehension will be measured using the NWEA MAP testing program.

Strategies (including timeline)	Lead Person/Team	Resources Needed
All Language Arts teachers will incorporate the Reader's and Writer's workshop model for teaching the district curriculum. (August 2006-May 2007)	• Language Arts teachers • Standards Coach	• District Curriculum • Adopted textbooks • Fiction and Non-fiction classroom libraries
All content area teachers will incorporate reading strategies into their weekly lesson plans. These strategies will be modeled for the students using non-fiction informational reading passages related to each individual academic content area. (August 2006 – May 2007)	• Science teachers • Social Studies teachers	• Teaching Reading in the Content Area • Newspapers • Magazines • CRISS
All 6th grade students scoring at level 3 and above on FCAT Reading will take Advanced Reading for a year.	• Advanced Reading teachers	• CRISS for Kids • Great Books

2. Objective:
63% of all standard curriculum 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).

Evaluation/Accountability:
The Intensive Reading teachers will maintain an assessment notebook on all students to include student progress in the five components of reading. Information will include information from the 2006 FCAT subtests, quarterly fluency probes and NWEA

The Intensive Reading teachers will maintain student work portfolios will evidence of student work.

Strategies (including timeline)	Lead Person/Team	Resources Needed
All students in grades 6 – 8 scoring at Level 1 or 2 on the FCAT Reading will be enrolled in a year-long Intensive Reading course. Students will be grouped by reading levels. (August 2006)	• Intensive Reading teachers • Assistant Principal	• District Curriculum • Great Source materials • REWARDS program

Research-Based Program:
District Language Arts & Reading curriculum
Lessons Learned from FCAT; www.myfloridaeducation.com
Teaching Reading in the Content Areas; McREL (Mid-continent Research for Education and Learning)
Dictionaries with Thesaurus
Intensive Reading Curriculum
QRI-4 (Qualitative Reading Inventory – 4) Informal Reading Inventory
Florida Reading Endorsement Reading Courses
REWARDS
Great Source
Great Books
CRISS for Kids

Professional Development aligned with this objective/Learning Communities **(Must address planning, delivery, follow up and evaluation strands):**
Science and Social Studies teachers will participate in CRISS training.

Language Arts teachers will participate in site-based Literacy 101 training to implement the Reader's and Writer's workshop model.

All teachers will meet during Early Releases with the school standards coach to discuss student work samples using informational text passages and the rubrics for short and extended responses.

Language Arts and Reading teachers will maintain student portfolios with work samples of students meeting the reading standards. Monthly meetings with the school standards coach to discuss evidence of work meeting the standards and lesson plan development to assist students who are not meeting the standards.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**	CRISS REWARDS Great Source CRISS for Kids Great Books	SAI – district SAI – district SAI - district	5000
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**	DAR QRI-4 NWEA MAP Testing	State provided School 10000 acct District	
Technology	FCAT Explorer Accelerated Reader Renaissance Place Software	State provided District	500
Professional Development	TDE – Intensive Reading TDE - CRISS	School 10000 acct School 10000 acct	900 1,200
Other	Classroom Libraries Supplemental Reading materials	SIP funds SAI	2,000 1,500
		Total:	6100

*** Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Not Applicable

Goal 1: Academic Performance (Mathematics)
District/School Target(s) for All Students in All Curriculum Groups:

- All 6th – 8th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).
- All 8th grade students will successfully complete Algebra I.

Needs Assessment:

Students enrolled at Arlington Middle School in August of 2006 have the following FCAT data:
Math below level 3: 590 Math at or above level 3: 324 No Math Data: 41

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:
51% of all standard curriculum 6th – 8th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).

Strategies (including timeline)	Lead Person/Team	Resources Needed
After-school tutoring in mathematics through Team Up will be available for all students. (September 2006– May 2007)	• Team Up Mathematics teacher	• AIDE data • NWEA
All teachers use NWEA Map results and Descartes Instructional resources to provide differentiated instruction (October 2006- May 2007)	• Math teachers	• NWEA • Descartes

Evaluation/Accountability:

All students will take the district NWEA test to determine deficit areas in relation to the Sunshine State Standards. This test will be give three times during the school year to all students in grades 6 - 8.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Mathematics teachers will meet bi-monthly to discuss progress of students using the district end of unit exams to mathematics.

2. Objective:

64% of all 6th – 8th grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).

Strategies (including timeline)	Lead Person/Team	Resources Needed
An Intensive Math class will be added to the Coursemaster targeting students scoring at level 1 on the Math FCAT (August 2006 – May 2007)	• Standards Coach • Mathematics teacher	• TDE for teachers

Evaluation/Accountability:

All students will take the district NWEA test to determine deficit areas in relation to the Sunshine State Standards. In addition, a diagnostic mathematics test will be used to further diagnose mathematics skills in relation to the FCAT. This test will be give three times during the school year.

Teachers will maintain student work portfolios with samples of student work that meets the Sunshine State Standards for Mathematics

Research-Based Program:

CPM Mathematics program
Foundations for Algebra
Kagan Cooperative Learning

Professional Development Aligned with this Objective/Learning Communities **(Must address planning, delivery, follow up and evaluation strands):**

All math teachers will participate in data collection to develop assessment notebooks on all students. These notebooks will include FCAT results on each of the five subtests of the FCAT in addition to the regional diagnosis test results.

Teachers will use the data collected to plan for differentiated instruction for students in small group settings.

Bi-weekly collaborative meetings will be held with the mathematics department to discuss student progress.

Budget:

Issues to Address	Describe Resources	Funding Sources	**Total** (funds) **Available**
***Research-Based**	**Foundations for Algebra**	**District purchased**	

Program(s) **(Instructional Materials)**	**Foundations Tool Kits** **CPM Algebra**	**District purchased**	
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**	**NWEA Map Testing**	**District purchased**	
Technology	**FCAT Explorer**	**State provided**	
Professional Development	**District Training** **TDE** **Cooperative Learning**	**District provided** **School 10000** **SIF**	**1,600** **900**
Other	**Team Up Teacher**	**District – Team Up**	**2,500**
		Total:	**4,000**

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Not Applicable

Goal 1: Academic Performance (Writing)
District/School Target(s) for All Students in All Curriculum Groups:

- All 8th grade students tested will score 4.0 or higher on FCAT Writing.

Needs Assessment:

Objective (NCLB requires at least a 1% improvement):
84% of all standard curriculum 8th grade students tested will score 3.5 or higher on FCAT Writing

Strategies (including timeline)	Lead Person/Team	Resources Needed
All Language Arts teachers will implement the Writer's workshop model of instruction into the Language Arts classrooms at least two days per week. (September 2006-February 2007)	• Language Arts teachers • School Standards Coach	
Target writing lessons will be written and used in the classrooms. Lessons will target all elements of the expository and persuasive writing standards. Using SRE in all subjects.	• School Standards Coach • Language Arts teachers	• Best Practices materials

Evaluation/Accountability:
Teachers will analyze diagnostic writing samples for each student in grades 6 through 8 to identify deficit areas in writing.

Collaborative meetings will be held in August, December, and April to look at student work samples and evaluate them using the FCAT Writing Rubric and the New Standards Performance Standards.

Student writing portfolios will be reviewed to show evidence of meeting the writing standard.

The SRE method will be introduced and utilized in all classes.

***Research-Based Program:**
District Language Arts/Reading Curriculum
Released FCAT Writing prompts
Lessons Learned from FCAT; www.myfloridaeducation.com
Prentice Hall Writing and Grammar textbook
Prentice Hall Literature textbook

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow

up and evaluation strands):

The Language Arts teachers will meet with the school standards coach to examine the previous years FCAT Writes student samples. In addition, the department chair along with the standards coach will develop timed-writing prompts and craft lessons designed to increase the level of writing. All Language Arts teachers will meet monthly to learn the craft lessons.

The entire school will be trained on the SRE method.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**			
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**	**www.myfloridaeducation.com**	**State Provided**	
Technology	**Released Writing Tests on CD**	**State Provided**	
Professional Development	**TDE**	**School 10000 acct**	**2,400**
Other			
		Total:	**2,400**

Goal 1: Academic Performance (Science)
District/School Target(s) for All Students in All Curriculum Groups:

- All 8th grade students tested will score 3 or higher on FCAT Science.

Needs Assessment:

1. Objective:

32% of all standard curriculum 8th grade students at Arlington Middle School will score level 3 or higher on the FCAT Science component.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Science teachers will continue to attend the district curriculum training to further their knowledge of the grade level content.	• New Science teachers	• TDE
Science teachers will continue to participate in the content area reading strategies instruction with the use of supplemental readings and informational text.	• Science teachers	• Supplemental text materials • Teaching Reading in the Content Area

Evaluation/Accountability:
Student work that meets the standards for short and extended response in the SRE method will be collected and evaluated in the academic subject areas.
Science teachers will implement interactive notebooks.
Teachers will maintain student portfolios with student work that meets the science standards.

Research-Based Program:
Teaching Reading in the Content Area; McREL (Mid-continent Research for Education and Learning)
District Science curriculum
Project CRISS; www.ProjectCRISS.com

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

New Science teachers will participate in CRISS training and implement reading strategies learned.

All teachers will participate in a book study using Teaching Reading in the Content Area

Science teachers will meet with the school standards coach to develop lesson plans to incorporate reading strategies into their weekly lesson plans.

Science teachers will be trained in the SRE method.

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based Program(s)** **(Instructional Materials)**	**Project CRISS** **<u>Teaching Reading in the Content Area</u>**	**District Workshops** **SIP funds**	**400** **250**
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**			
Technology			
Professional Development	**TDE – Science Curriculum**	**School 10000**	**2,000**
Other			
		Total:	**2,650**

*** Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

Not Applicable

*Parental Involvement

Needs Assessment:		
Objective: Increase parental awareness and activities at Arlington Middle.		
Strategies (including timeline)	**Lead Person/Team**	**Resources Needed**
Publish monthly newsletter	• Leadership and Journalism Teacher	
Update and maintain the school website	• Technology class	
Have PTSA at two general meetings with presentations for parents	• PTSA president	
Increase Honor Roll Recognition	• Guidance Counselors	
Highlight and increase Character Education	• Character Education Team	
Increase FCAT Incentives	• Reading and Standards Coaches	
Increase Teacher Appreciation	• PTSA • Principals Secretary	
Evaluation/Accountability:		
Researched-Based Program Not applicable		
Professional Development Aligned with this Objective Not applicable		

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
Resources	**FCAT Incentives**	**SIP Funds**	**1,000**
Total			**1,000**

*Return On Investment (ROI)

Needs Assessment:		
Objective: Not Applicable		
Strategies (including timeline)	**Lead Person/Team**	**Resources Needed**
Evaluation/Accountability:		

School Safety and Discipline

Needs Assessment: Arlington Middle School will provide a safe and civil school environment that promotes academic learning and socially behavior		
Objective: The percent of students committing a Class I, II, III, or IV violation will be equal to or less than the previous year**.**		
Strategies (including timeline)	**Lead Person/Team**	**Resources Needed**
Arlington Middle School will continue to implement CHAMPs and Foundations as the safe and civil schools program adopted by Duval County.	All teachers Foundations Team Administration	CHAMPs books/training TDE
Implement an Anti-Bullying campaign through the Character Education Initiative	Guidance Counselors Assistant Principals	Character Education Materials
Conduct code red and yellow drills	Principal Assistant Principals	Cards
Evaluation/Accountability: Monthly review of referrals and offenses will be made by the Foundations Team to determine potential problems.		

Semester observations of the common areas will be done to determine potential problems.
Research-Based Program Foundations Champs
Professional Development Aligned with this Objective Provide all teachers with training on implementation of Champs Continue to send a representative group to quarterly Foundations team training sessions provided by the school district

Budget:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
Professional Development	**TDE for Foundations Team**	**Fund 10000**	**1500**
Resources	**Materials for Anti-Bullying campaign**		**1000**
Total			**2,500**

Final Budget Summary:

Issues to Address	**Describe Resources**	**Funding Sources**	**Total** (funds) **Available**
***Research-Based**			

Program(s) **(Instructional Materials)**			
***Research-Based Resource(s)** **(e.g. websites, assessment tools)**			
Technology			
Professional Development			
Other			
		Total:	

*SAC Members

*List the names of the SAC members and the groups they represent.

Implementation Evaluation (Previously: Adequate Progress) Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.