Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Arlington Middle School	District Name: Duval
Principal: Linda Lisella	Superintendent: Ed Pratt Dannals
SAC Chair: Glenn Mitchell	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Linda Lisella	• BA English • MA English Education • Ed. Leadership, all levels	6	16	Was principal of Windy Hill Elementary School for two years. The school grade improved from a C to B with a 41 point gain. Did not meet AYP for the 2007-2008 school year. Became principal of Arlington Middle school in the 08-09 school year. The school grade increased by 25 during that year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011. School grade dropped to a C for the 2011-2012 school year.
Assistant Principal	Tracy Carter	• Social Studies, 6-12 • Ed. Leadership, all levels	19	10	Helped Arlington Middle show a steady increase in state scores with at 25 point gain on the 2008-2009 FCAT. Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011. School grade dropped to a C for the 2011-2012 school year,
Assistant Principal	Alesha Seabrooks	• ESE K-12 • Ed. Leadership, all levels K-12	16	8	Helped Arlington Middle show a steady increase in state scores with at 25 point gain on the 2008-2009 FCAT. Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011. School grade dropped to a C for the 2011-2012 school year,
Assistant Principal	Jason Bloom	• English 6-12 • Ed. Leadership, all levels K-12	6	2	Was standards coach -- Helped Arlington Middle show a steady increase in state scores with at 25 point gain on the 2008-2009 FCAT.- Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011. School grade dropped to a C for the 2011-2012 school year.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Selena Bryant	B.S. in Business Management and a M.S. in Education Certified Mathematics 5-9	1st year	2 years	In the 2009-2010 school year, 66% of students made gains in mathematics and 66% of bottom quartile made gains. In the 2010-2011 school year, 63% of students made gains in mathematics and 71% of bottom quartile students made gains. Both years the school grade was a D but adequate yearly progress was made in mathematics.
Reading	Jennifer Crespo	English 6-12	1	1	Taught ELA in a turn-around high school
Standards Coach	Mark Chatmon	Educational Leadership-All Levels	1	1	Math coach n a turn-around elementary school for six years

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. On-site, quality professional development	Administrative team Academic Interventionists Academic Content Coaches	6-30-2013
2. An effective foundations team that provides assistance	Foundations Team	6-30-2013
3. Critical friend mentors are assigned before preplanning	Administrative team	8-20-12012

4. Regular visits from district core coaches	Administrative team	6-30-2013
5. Professional Learning Communities (PLC) in all Core	Administrative team	6-30-2013
6. A course master that supports the PLC work	Administrative team	6-30-2013
7. Onsite core academic coaches	Administrative team	6-30-2013

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	9% [5]	16% [9]	16% [9]	13% [7]	63% [29]	NA	16% [9]	1	22% [12]

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Jennifer Crespo	Kaci Tyler	Teacher will be in MINT for a minimum of 2 years, with four observations each year. The Reading Coach, Mrs. Crespo, has the flexibility to mentor and observe and the content experience to support Mrs. Tyler's development.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by Mrs. Crespo and observations of other experienced teachers.
Stephanie DeVoe	Kari Huwel	Teacher will be in MINT for a minimum of 1 year, with two observations for the first year. Ms. DeVoe is a specialist with Day-treatment students and will be the best fit for observations and assistance with supporting Ms. Huwel, Ms. Huwel will also have a co-teacher with CET training to assist where needed.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by Mrs. Abella and Mrs. DeVoe and observations of other experienced teachers.
Mark Chatmon	Micholette Perry	Ms. Perry will be in MINT for a minimum of 2 years, with four observations each year. The Sixth Grade Interventionist, Mr. Chatmon, will have the flexibility to provide the required observations and feedback Ms. Perry will need as a novice teacher. He also has experience in teaching Science, and so will be able to provide content support as well.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by Mr. Chatmon and observations of other experienced teachers.
Catrice Thomas	Michael Hays	Mr. Hays will be in MINT for a minimum of 2 years, with four observations each year. Ms. Thomas is CET trained, has served as PDF in the past, and has the content experience to provide supportive feedback to Mr. Hays regarding the learning environment and content. Ms. Bryant will be able to provide additional support as needed through the Math Coach position.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by Ms Thomas and Mrs. Bryant, observations of other experienced teachers, training with the PLC model of planning

Gary Mericle	John Booth	Mr. Booth will be in MINT for a minimum of 1 year, with two observations each year. Mr. Mericle is CET trained and a content specialist with Day-treatment students; thus best able to provide observations and feedback that would be beneficial to Mr. Booth as a teacher for students with special learning needs.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by other EBD teachers and observations of other experienced teachers.
Susan Wyly	Alison Lino	Ms. Lino will be in MINT for a minimum of 1 year, with two observations each year. Ms Wyly has the content experience and flexibility to provide the needed observations and feedback that would the most beneficial for Ms. Lino.	Accomplished Practices documentation, Classroom Mgmt., Curriculum and Strategies, Modeling by Mrs. Crespo and observations of other experienced teachers.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A **Money funded 6 academic coaches**
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

Other
Free and Reduced and Breakfast in the Classroom

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The RtI Team consists of the following members: Assistant Principal(s) of Alpha and Omega House Math Coach Instructional Coach/Interventionist Reading Coach School Counselors General Education and ESE Teachers of current and potential RtI students Parent/Guardian Other support team members include the school psychologist, speech and language pathologist (SLP), school social worker, and ESE support staff will attend on an as needed basis.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Referral Process Teachers, school staff, and/or parents may refer the students to the RtI Team with an academic and/or behavioral issue Meeting Process The school counselor will meet with the student's grade level team with the assistant principal to determine the main problem areas and develop an appropriate plan of action. The plan should be reviewed every 2 weeks with documentation to support whether the plan is effective. If the plan is effective, the interventions will continue and the RtI process will eventually be phased out. If ineffective, the plan will be revised and the process continues until successful or requires further action through the ESE process. Roles/Functions **Assistant Principal(s)** of Alpha and Omega House will assist the team in gathering documentation from the student's team of teachers. **Math Coach** will assist the team in developing appropriate math goals and strategies. **Instructional Coach/Interventionist** will assist the team in developing appropriate behavioral goals and strategies. **Reading Coach** will assist the team in developing appropriate reading/language arts goals and strategies. **School Counselors** will assist the team in creating the agenda, scheduling the meetings, and maintaining the supporting documentation. **General Education and ESE Teachers** of current and potential RtI students will implement the plan and report the results. **Parent/Guardian** will assist the team in providing insight regarding the student's past behaviors and interventions used in the past that were successful. **Other support team members** include the school psychologist, school social worker, speech and language pathologist (SLP), and ESE support staff will attend on as needed basis.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
MTSS Implementation

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RtI team members all have a integral roles that encompasses the workings of the entire school in that the majority of the members are on the school wide Leadership Team and are currently assessing the effectiveness of the curriculum, safety nets, and school discipline in regards to enhancing academic achievement.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RtI team members all have a integral roles that encompasses the workings of the entire school in that the majority of the members are on the school wide Leadership Team and are currently assessing the effectiveness of the curriculum, safety nets, and school discipline in regards to enhancing academic achievement.
Describe plan to support MTSS. Progress will be reported to the **leadership team** lead by the **principal** during the weekly Leadership meetings on Mondays.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
    Reading Coach
    7th Grade Intensive Reading Teacher
    6th Grade Intensive Reading Teacher
    8th Grade Intensive Reading Teacher
    Reading Interventionist
    Exceptional Student Education Intensive Reading Teacher
    Advanced Reading Teacher
    6th Grade ELA
    6th Grade ELA
    Social Studies Teacher
    Principal

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
● Meeting time: 3rd Friday of the month at 8:45 AM
● Reviews school-wide reading data: FAIR, QAR, Running Records
    a. Monitors the implementation of Running Records for all students in Intensive and Advanced Reading classes. Confirms reflection data keeping of students regarding performance with each fluency assessment.
    b. Monitors positive treatment of FAIR testing and testing of all students in the school.
    c. Confirms that all contents and grades are utilizing school-wide reading strategies and student monitoring of incoming data.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

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  b. Monitors positive treatment of FAIR testing and testing of all students in the school.
  c. Confirms that all contents and grades are utilizing school-wide reading strategies and student monitoring of incoming data.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1.Students need additional assistance in reading and higher order thinking skills.	1a.1. All 6th graders will enroll in an advanced reading class per the Just Read Florida scheduling guide. Students in 7th and 8th grade will be placed in standard or advanced ELA classes that increase the rigor of the content and emphasize higher order thinking.	1a.1.Assistant Principal Curriculum and Reading Coach	1a.1Progressive increase in student achievement scores on the following assessments: - District Benchmarks - School-based monitoring plan - LSAs - FAIR.	- Bi-weekly PLC data chats - Student portfolio reviews - LSA data - FAIR data - Performance task reviews - Mastery of 25-book standard		
Reading Goal #1A: 39% of students achieved proficiency on the FCAT2.0 test during the 11-12 testing year. It is expected that for the 12-13 testing cycle, that at least 46% of students will achieve proficiency.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		39% [284]	46% [316]				
			1a.2. Students do not maintain their reading scores as they progress to the next grade	1a.2. Teachers will maintain the level of rigor needed in the classroom to achieve well on more rigorous assessments like the FCAT 2.0 assessment.	1a.2. Reading Coach and Administration	1a.2. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● LSAs ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard
			1a3. Some teachers lack knowledge of best practices in reading instruction	1a3. Teachers will attend bi-weekly professional development that focuses on best practices and instructional improvement	1a3. Instructional coaches, both Reading and Math (DATA).	1a3. Monitoring of teacher instructional practices through use of Visiting Vikings.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2a.1. Standard classes do not provide the rigor needed to push high achieving students to make gains within their reading developmental scale scores.	2a.1. Schedule into Honors ELA and US History classes.	2a.1. Assistant Principal for Curriculum	2a.1. Progressive increase in student achievement scores on the following assessments: • District Benchmarks • School-based monitoring plan • LSAs • FAIR.	• Bi-weekly PLC data chats • Student portfolio reviews • LSA data • FAIR data • Performance task reviews • Mastery of 25-book standard		
Reading Goal #2A: 12% of students achieved a 4 or higher on the Reading FCAT 2.0 during the 11-12 testing cycle. For the 12-13 testing cycle, 25% need to achieve a 4 or higher and students already scoring 4 or higher need to make gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12% (97)	25% (200)					

	2a.2. Students need support outside of their ELA classes with Reading and Writing strategies.	2a.2. Have content teachers take NGCAR-PD for professional development in content specific reading and writing skill development. Have content teachers use skills learned within their classroom.	2a.2 Reading Coach and Administration.	2a.2.Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard ● Completion of NGCAR-PD certificate and use of Comprehensive Instructional Sequence (CIS) lesson plans content-area teachers)	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. NA	2B.1.	2B.1.	2B.1.	2B.1.	
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3a.1. Students need extra scaffolding in reading comprehension and skill acquisition that cannot be provided in the ELA classroom.	3a.1.Students will be scheduled according to their needs and assessment scores. All Level 1s and disfluent 2s will be placed in an Intensive Reading program while all fluent Level 2s and above will be placed with Social Studies teachers who have been CAR-PD trained.	3a.1. Assistant Principal for Curriculum	3a.1. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard		
Reading Goal #3A: *60% of students made gains during the 11-12 testing cycle. Next year, students will receive support in reading in all their contents so that we may achieve 85% of students achieving learning gains*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72% [586]	*85% [670]*					

	3a.2. Students need extra time to complete required assessment tasks. 3a.3. Students scoring proficient in prior years have difficulty making gains.	3a.2 School-wide implementation literacy plan. Teachers will work on fluency strategies and testing skills to help students with successful assessment completion.	3a.2 Reading Coach and Administration.	3a.2.Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard	3A.2.
		3a.3.Teachers will examine curriculum used with students already at proficiency and will increase the rigor as needed to help move students to their next learning level.	3a.3. Reading Coach and Administration.	3a.3. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● FAIR. District Timed Writes	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. NA	3B.1.	3B.1.	3B.1.	3B.1.	
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4a.1. Past intensive reading curriculum was not rigorous enough to assist students with performing on higher difficulty tests.	4a.1 Teachers will use a more rigorous curriculum and modify current curriculum when needed to increase the rigor. Coaches will provide on-going professional development throughout the school year in addition to the training provided by the district during the summer and preplanning on how to best use the provided curriculum.	4a.1.District Executive Director for reading School-based Reading coach	4a.1.Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard		
Reading Goal #4A: Increase rigor by changing to the Edge Curriculum; a research-based program that promotes reading fluency as well as basic skill building. To increase the percent of students making learning gains in reading , all content area teachers will adhere to school-wide literacy plan	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	128 total students: *6th grade- 41(79%)* *7th grade - 38(79%)* *8th grade- 49(60%)*	*6th grade- 86[85%]* *7th grade -72 [85%]* *8th grade 65 [85%]*				
	4a.2. Students need reading support in all their content classes.	4a.2. Professional development for all components of the school-wide literacy plan Monitor implementation of reading strategies in content classes for student achievement not compliance	4a.2. ● School-based reading coach ● School-based standards coach ● Administration	4a.2. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1. NA	4B.1.	4B.1.	4B.1.	4B.1.	
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011 46%**	**51**	**55**	**60**	**64**	**69**	**73**
Reading Goal #5A: At the end of the 2010-2011 school year, 46% of our students scored proficiency on the FCAT Reading Assessment. It is our goal that by the end of the 2016-2017 school year, that 73% of our students will score proficient.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students need extended time to complete tasks and other assignments that will help improve their performance.	5B.1 Provide additional time on task for reading through content classes and after school programs. Teachers will use the school-wide reading plan. CHAMPs will also be enforced to maximize instructional time.	4a.2. ● School-based reading coach ● School-based standards coach ● Administration .	4a.2. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● 4 Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #5B: *The expectation is the same for the subgroup as it is for the predominate group:* students will receive support in reading in all their content-area classes so that we may achieve 85% of students achieving learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White:53% [121] Black: 31% [137] Hispanic: 34% [21] Asian: 50% (8) ELL: 3% SWD: 18% [21] ED: 40% [221]	*Enter numerical data for expected level of performance in this box.* White:63% [145] Black: 43% [191] Hispanic: 48% [30] Asian: 58% [9] ELL: 26% [7] SWD:32% [42] ED: 46% [292]					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students do not have a sufficient level of English language reading proficiency in order for them to score an appropriate proficiency on the FCAT2.0 assessment.	5C.1 ELL students will be paired with one of 8 teachers who have received their ESOL certification or endorsement to best supplement their curriculum with ESOL appropriate strategies.	5C.1. ● Guidance counselor responsible for monitoring ELL and the paraprofessional ● Reading coach ● Administration	5C.1. Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	5C.1. ● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard		
Reading Goal #5C: ELL students at reading proficiency levels 1-4 have yet to develop sufficient academic language required to fully comprehend the FCAT 2.0."	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	77% [104]	82% [110]					

		SC.2	SC.2	SC.2	SC.2	SC.2	
		t takes 5-7 years to develop a sufficient level of Cognitive Academic Language Proficiency required to fully comprehend the FCAT 2.0, and parents of these students may not be able to adequately assist their academic progress.	Teachers and parents will have access to online resources designed for ELL students which includes the following: Universal Design for Learning (multiple means of representation, engagement and expression), WIDA Can-Do descriptors, and SIOP based teaching/learning strategies.	• Parents • Guidance counselor responsible for monitoring ELL and the paraprofessional Reading coach • Administration	Progressive increase in student achievement scores on the following assessments: • District Benchmarks • School-based monitoring plan • Running records • FAIR.	• Bi-weekly PLC data chats • Student portfolio reviews • LSA data • FAIR data • Performance task reviews • Mastery of 25-book standard	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Past intensive reading curriculum was not rigorous enough to assist students with performing on higher difficulty tests.	5D.1 Teachers will use a more rigorous curriculum and modify current curriculum when needed to increase the rigor. Coaches will provide on-going professional development throughout the school year in addition to the training provided by the district during the summer and preplanning on how to best use the provided curriculum.	5D.1.District Executive Director for reading School-based Reading coach	5D.1.Progressive increase in student achievement scores on the following assessments: ● District Benchmarks ● School-based monitoring plan ● Running records ● FAIR.	● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard		
Reading Goal #5D: The 135 SDW students do not make gains at the same rate as other subgroups. For the 2012-2013, the model will be resource push-in or pull-out. There will also be additional support from a Title I reading interventionist who is ESE certified	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72% [84]	75(105)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Extended time on task	5E.1. Provide additional time on task for reading through content classes and after school programs School-wide literacy plan Provide access to technology before and after school	5E.1 • Reading Coach • Achievers for Life Advocate • Administration	5E.1. Progressive increase in student achievement scores on the following assessments: • District Benchmarks • School-based monitoring plan • Running records • FAIR.	5E.1. • Bi-weekly PLC data chats • Student portfolio reviews • LSA data • FAIR data • Performance task reviews • Mastery of 25-book standard		
<u>Reading Goal #5E:</u> 80% of the school population is economically disadvantaged. This is the largest sub-group. It is expected they will make gains equal to students not in the subgroup.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%(335)	*75%[600)*					

	5E.2. Students are unable to come prepared physically and emotionally in a manner that is suitable for academic achievement. Students lack some of the technology resources available to students who are not considered economically disadvantaged	5E.2 School has gone to a uniform policy that will help alleviate the financial burden of purchasing clothes. Those unable to purchase uniforms have been referred to SAC and the Communities in the Schools program that will be helping to supplement uniform purchase. Breakfast in the classroom will help ensure that all students eat an acceptable breakfast in the morning. Students without supplies have been referred to Communities in the School for school supplies and TEAM-UP is helping support students in the afternoon.	5E.2. Administration Guidance	5E.2. Progressive increase in student motivation and classroom success on teacher and District created assessments.	5E.2. ● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edge Reading Program	6-8	School and district Reading coach	6-8 Reading Teachers	August 1-20, 2012 On-going throughout the year	• Monitor PLC work on early dismissal days • FCIM review sessions are found on focus calendar	Principal Reading Coach
Use of school-wide reading strategies: 25-book standard SRE DRAW(Drop Read and Write)	6-8	Reading Coach	All teachers and subjects	August 13-17, 2012 then on-going throughout the year	• Monitor PLC work on early dismissal days • FCIM review sessions are found on focus calendar	Principal Reading Coach
Professional Development through Curriculum Connections.	6-8 all Subjects	School academic coaches	All teachers and subjects	Every other Wednesday and Thursday till the end of the year.	• Examination of modifications to lesson plans and lesson delivery. • PLC data feedback forms and Visiting Viking feedback.	Principal Reading Coach

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provided by the district or in-house	None required	None required	None required
Subtotal: $00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provided by the district or in-house	None required	None required	None required
Subtotal: $00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provided by the district or in-house	None required	None required	None required
Subtotal: $00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provided by the district or in-house	None required	None required	None required
Subtotal: $00.00			

End of Reading Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. It takes 5-7 years to develop a sufficient level of Cognitive Academic Language Proficiency required to fully comprehend the FCAT 2.0, and parents of these students may not be able to adequately assist their academic progress.	1.1. Schedule students with ESOL endorsed teachers	1.1. Assistant Principal for Curriculum	1.1. • Teacher Observation data collection instruments • Student learning reflections • Teacher reflections	1.1. • Bi-weekly PLC data chats • Student portfolio reviews • LSA data • FAIR data • Performance task reviews • Mastery of 25-book standard	
CELLA Goal #1: *ELL students need consistent exposure to the oral and written language in order to work at the proficiency level of FCAT 2.0. With effective instruction, it will take 5-7 years to develop this competence.*	2012 Current Percent of Students Proficient in Listening/Speaking:					

June 2012
Rule 6A-1.099811
Revised April 29, 2011

25% (8).						
		1.2. Extended time on task	1.2. ESOL certified teachers use ESOL strategies like: ● Think-Write-Share-Pair ● Think-alouds	1.2. ESOL/ESE guidance counselor	1.2. Repeat language surveys	1.2. ● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1 It takes 5-7 years to develop a sufficient level of Cognitive Academic Language Proficiency required to fully comprehend the FCAT 2.0, and parents of these students may not be able to adequately assist their academic progress.	2.1 Schedule students with ESOL endorsed teachers	2.1 Assistant Principal for Curriculum	2.1 ● Teacher Observation data collection instruments ● Student learning reflections ● Teacher reflections	2.1 ● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Goal #2: ELL students at reading proficiency levels 1-4 have yet to develop sufficient academic language required to fully comprehend the FCAT 2.0.	2012 Current Percent of Students Proficient in Reading:				
	85%(25).				
		2.2. Extended time on task	2.2. ESOL certified teachers use ESOL strategies like: ● Think-Write-Share-Pair ● Think-alouds	2.2. ESOL Guidance Counselor	2.2. Collects additional language survey information	2.2. ● Bi-weekly PLC data chats ● Student portfolio reviews ● LSA data ● FAIR data ● Performance task reviews ● Mastery of 25-book standard
		2.3.	2.3.	2.3.	2.3.	2.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1 Lack of familiarity with expository and persuasive formats.	2.1 Explicit instruction in writing that includes a focus in developing arguments and supporting details.	2.1 Reading Coach Administration	2.1 Progress monitoring that utilizes District Timed writes and content subject writing assignments.	2.1 District Timed Writes FCAT Writes	
CELLA Goal #3: Students need consistent exposure to the English language. They need to read and write well and they need opportunities to practice the language	2012 Current Percent of Students Proficient in Writing :					
	85%(25)					
		2.2 Familiarity with conventions and essay structure	2.2 Explicit instruction on essay structure that may include, but is not limited to 1-4-2-1 strategy, and remediation in conventions through Reading and Language Arts classes.	2.2 . Reading Coach Administration	2.2 Progress monitoring that utilizes District Timed writes and content subject writing assignments.	2.2 District Timed Writes FCAT Writes
		2.3 Lack of stamina in writing	2.3 Continued practice in all content and reading classes that include a variety of writing practice. (Short/ Extended Response, Quickwrites, Essays, etc	2.3 . Reading Coach Administration	2.3 Progress monitoring that utilizes District Timed writes and content subject writing assignments.	2.3 District Timed Writes FCAT Writes

June 2012
Rule 6A-1.099811
Revised April 29, 2011

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Edge Reading program is funded by the district	None is required	None is required	None is required
Subtotal: $00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
None is required	None is required	None is required	None is required
Subtotal: $00.00:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provided by the district	None is required	None is required	None is required
Subtotal: $00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
None is required	None is required	None is required	None is required
Subtotal: $00.00			
Total: $0 0.00			

End of CELLA Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

June 2012
Rule 6A-1.099811
Revised April 29, 2011

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: **Percentage of students making learning gains in mathematics.**	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Teacher content knowledge	1A.1. Our six grade team will participate in the Middle School Math professional development.	1A.1. principal, assistant principal of curriculum, and school-based mathematics coach	1A.1. Observation tools and Visiting Viking forms	1A.1. • LSAs, • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios		
Mathematics Goal #1A: In the 2012 school year, 41% of the students were proficient on in mathematics. Our goal this year is to increase the number of students who are proficient to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	41% (288)	45% (353)					

June 2012
Rule 6A-1.099811
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		1A.2. Student knowledge of their thinking	1A.2. Focus on Improvement Forms (F.O.I.) will be given with each assessment.	1A.2. mathematics coach and teachers	1A.2. Portfolio checks	1A.2. ● LSAs, ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios
		1A.3. Students are not prepared for rigor of the assessments	1A.3. Increase higher order thinking through questioning	1A.3. teachers and mathematic coach	1A.3. Common lesson planning and collaborative development of higher order thinking questions with each lesson	1A.3. LSAs, ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson Plans
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Students are not being challenged to full potential	2A.1. Teachers will challenge higher level students to participate in math club for more exposure to rigorous material and teachers will assign students projects to complete after each module	2A.1. • Math coach, • Teachers, • Principal, • Assistant principal of curriculum	2A.1. Observations and Visiting Vikings	2A.1. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson Plans		
Mathematics Goal #2A: In the 2012 school year, 15% (110) of our students were scoring at a level 4 or 5. Our goal this year is to increase this number to 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15% (110)	20% (150)					
		2A.2. Teachers lack of familiarity with new curriculum resources	2A.2. Professional development from district and school based math coaches	2A.2. • Math coach, • Teachers, • Principal, • Assistant principal of curriculum	2A.2. Weekly lesson plan checks and common lesson planning	2A.2 • Classroom observations • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson Plans

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. NA	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Lack of student vocabulary knowledge	3A.1.Use of essential vocabulary from and on word wall	3A.1. • Math coach, • Teachers, • Principal, • Assistant principal of curriculum	3A.1. Focus blocks and match lowest quartile with appropriate mentors	3A.1. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson Plans		
Mathematics Goal #3A: In the 2012 school year, 55% of students made learning gains in mathematics. Our goal this year is to increase to 60% of students making learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55% (353)	60% (471)					
		3A.2. Lack of student mental math abilities	3A.2 Students will be given a daily mental math problem each class	3A.2. • Math coach, • Teachers, • Principal, • Assistant principal of curriculum	3A.2. Students will be given mental math assessments biweekly	3A.2. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson Plans	
		3A.3. Students lack reading comprehension and ability to identify important facts in word problems	3A.3. Students will learn and use 4 column and solve method to help understand word problems	3A.3. • Math coach, • Teachers, • Principal, • Assistant principal of curriculum	3A.3. • Portfolio checks, • Observations • Visiting Vikings	3A.3. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson Plans	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. NA	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Lack of engagement in class	4A.1. Teachers will use at least one engagement strategy per class	4A.1. Teachers and academic coaches	4A.1. Visiting Vikings and Observation tools	4A.1. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips		
Mathematics Goal #4A: Increase rigor by changing to the Agile Mind Curriculum; a research-based program that promotes number sense add a double block of math to extend the learning	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	.54%(203)	75%(282)					
		4A.2. Missing student prior knowledge	4A.2. Teachers will use a tool to check for prior knowledge and misconception with each concept such as K-W-L, Jot thoughts, or Entrance slips	4A.2. Teachers and math coach	4A.2. Visiting Vikings and Observation tools	4A.2. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips	

		4A.3. Students lack of time practicing new concepts outside of class	4A.3. Teachers will identify bottom quartile students and enroll them in TEAM-Up or SES tutoring services	4A.3. Teachers, academic coaches, assistant principal, principal, and TEAM-up director	4A.3. Attendance rooster will be check on weekly basis and progress reports on a quarterly basis	4A.3. Attendance roosters, progress reports, and report cards	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. NA	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	43	53	57	62	67	72
<u>Mathematics Goal #5A:</u> *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Students lack reading comprehension and ability to identify important facts in word problems Students lack of time practicing new concepts outside of class	5B.1. Teachers will use at least one engagement strategy per class Teachers will use a tool to check for prior knowledge and misconception with each concept such as K-W-L, Jot thoughts, or Entrance slips	5B.1. . Classroom teacher, math coach, principal and assistant principals**.** . teachers and academic coaches, and administrators	5B.1. Focus blocks and match lowest quartile with appropriate mentors Visiting Vikings and Observation tools	5B.1. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson plans • Entrance Slips		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #5B: For the 2012 school year 50% of White, 53% of Black, 57% of Hispanic, and 50% of Asian students made learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 53% [121] Black: 56% [145] Hispanic:8% [3] Asian: 2% [9] ELL: 3% [10] SWD: 15% [24] ED: 40%% [246	White:58% [133] Black: 39% [173] Hispanic:57% [36] Asian: 67% [2] ELL: 49%[2] SWD: 28% [6] ED: 44% [80]				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Students will not have support needed to complete assignments at home due to language barrier.	5C.1.Students will be given curriculum material to use at home in their native language	5C.1. ● Teachers, ● academic coaches, and ● Guidance counselors	5C.1. Glencoe and Agile mind usage logs	5C.1. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips		
Mathematics Goal #5C: In the 2012 school year, 64% (16) of ELL students made learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64% (22)	70%(25)					
		5C.2. Students may struggle with teachers teaching in auditory style.	5C.2.Teachers will use a variety of teaching styles, instructional materials, and visuals in the classroom	5C.2. Administrators	5C.2. Lesson plan checks and classroom observations	5C.2. Lesson plans and observations	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students' behavior can cause class distraction	5D.1. Students will be put on Behavioral Intervention plans	5D.1. ● Guidance counselors, ● Inclusion teachers, Teachers, and ● Assistant Principals	5D.1. I.E.P.s	5D.1. ● I.E.Ps and Behavioral Intervention plans ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips		
Mathematics Goal #5D: In the 2012 school year, 51% (71) of students with disabilities made learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	51% (71)	*55% (75)*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students come to school without basic organizational skills.	5E.1. Students will learn to organize and keep and updated portfolio with current data.	5E.1. Teachers and academic coaches	5E.1. Portfolio checks	5E.1. LSA student instructional reports and data tracking sheets		
Mathematics Goal #5E: 80% of the school population is economically disadvantaged. This is the largest sub-group. It is expected they will make gains equal to students not in the subgroup.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (219)	*70% (550)*					
	5E.2. Students do not have access to resources at home.	5E.2. Students will be allowed to use school resources during TEAM-Up	5E.2. Teachers, Team-Up director, and Team-Up staff	5E.2. Regular attendance and usage report checks	5E.2. Team-Up Rooster, Agile mind, and Odyssey logs	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. **Florida Alternate Assessment:** Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1A.1. Teacher content knowledge	1A.1. Our six grade team will participate in the Middle School Math professional development.	1A.1. principal, assistant principal of curriculum, and school-based mathematics coach	1A.1. Observation tools and Visiting Viking forms	1A.1. ● LSAs, ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios		
Algebra 1 Goal #1: In the 2012 school year, 70% (102) of the students taking Algebra passed the Algebra EOC. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%(102)	75% (146).					

		1A.2. Student knowledge of their thinking	1A.2. Focus on Improvement Forms (F.O.I.) will be given with each assessment.	1A.2. mathematics coach and teachers	1A.2. Portfolio checks	1A.2. ● LSAs, ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios
		1A.3. Students are not prepared for rigor of the assessments	1A.3. Increase higher order thinking through questioning	1A.3. teachers and mathematic coach	1A.3. Common lesson planning and collaborative development of higher order thinking questions with each lesson	1A.3. LSAs, ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson Plans
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2A.1. Students are not being challenged to full potential	2A.1. Teachers will challenge higher level students to participate in math club for more exposure to rigorous material and teachers will assign students projects to complete after each module	2A.1. ● Math coach, ● Teachers, ● Principal, ● Assistant principal of curriculum	2A.1. Observations and Visiting Vikings	2A.1. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson Plans	
Algebra Goal #2: In the 2012 school year, 21% (30) of the students taking Algebra passed the Algebra EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	21% (30)	*25% (49)*				

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2A.2. Teachers lack of familiarity with new curriculum resources	2A.2. Professional development from district and school based math coaches	2A.2 ● Math coach, ● Teachers, ● Principal, ● Assistant principal of curriculum	2A.2. Weekly lesson plan checks and common lesson planning	2A.2 ● Classroom observations ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson Plans
		2.3.	2.3.	2.3.	2.3.	2.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 42	48	57	62	67	72	
Algebra 1 Goal #3A: In the 2011-2012 testing year, 42% of Arlington students scored proficient on the FCAT 2.0 mathematics assessment. By the 2016-2017 testing window, 72% of Arlington students will be proficient in their applicable Mathematics assessment							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. Students lack reading comprehension and ability to identify important facts in word problems Students lack of time practicing new concepts outside of class	3B.1. . Teachers will use at least one engagement strategy per class Teachers will use a tool to check for prior knowledge and misconception with each concept such as K-W-L, Jot thoughts, or Entrance slips	3B.1. . Classroom teacher, math coach, principal and assistant principals. . teachers and academic coaches, and administrators	3B.1. Focus blocks and match lowest quartile with appropriate mentors Visiting Vikings and Observation tools	3B.1. - Benchmarks, - Exit tickets - Teacher created assessments - Portfolios - Lesson plans - Entrance Slips		
Algebra 1 Goal #3B: For the 2012 school year 50% of White, 53% of Black, 57% of Hispanic, and 50% of Asian students made learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Students will not have support needed to complete assignments at home due to language barrier.	3C.1.Students will be given curriculum material to use at home in their native language	3C.1. ● Teachers, ● academic coachers, and ● Guidance counselors	3C.1. Glencoe and Agile mind usage logs	53.1. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips		
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA.*					
		3C.2.Teachers will use a variety of teaching styles, instructional materials, and visuals in the classroom	3C.2. Administrators	3C.2.. Lesson plan checks and classroom observations	3C.2.. Lesson plans and observations	3C.2. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. NA	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Students come to school without basic organizational skills.	3E.1. Students will learn to organize and keep and updated portfolio with current data.	3E.1. Teachers and academic coaches	3E.1. Portfolio checks	3E.1. ● Benchmarks, ● Exit tickets ● Teacher created assessments ● Portfolios ● Lesson plans ● Entrance Slips		
Algebra 1 Goal #3E: 80% of the school population is economically disadvantaged. This is the largest sub-group. It is expected they will make gains equal to students not in the subgroup.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In the 2012 school year, 70% (102) of the students taking Algebra passed the Algebra EOC	This year 75% of our economically disadvantage students will pass the Algebra EOC					

| | | 3E.2. Students do not have access to resources at home. | 3E.2. Teachers, Team-Up director, and Team-Up staff | 3E.2. Regular attendance and usage report checks | 3E.2. Team-Up Rooster, Agile mind, and Odyssey logs | 3E.2.
• Benchmarks,
• Exit tickets
• Teacher created assessments
• Portfolios
• Lesson plans
• Entrance Slips | |
| | | 3E.3. Teachers are not prepared for the rigor of assessments. | 3E.3. Teachers will take every LSA before administering it to students. They will then design lesson plans and exit slips that will be to the rigor of the assessment. Students will receive exposure to the rigor of the EOC questions. | 3E.3. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers. | 3E.3. Weekly lesson plan checks and common lesson planning | 3E.3.
• Lesson plans
• Exit tickets
• LSAs | |

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Teachers lack familiarity with new curriculum resources.	1.1. Professional development from district and school based math coaches. Teachers will view online webinars that will support their course.	1.1. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	1.1. Weekly lesson plan checks and common lesson planning	1.1. • Classroom observations		
Geometry Goal #1: In the 2011-2012 school year, we had 100% (5) of our students to pass the Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (5)	*100% (31)*					

		1.2. Students are not prepared for rigor of the assessment.	1.2. Increase higher order thinking through questioning	1.2. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	1.2. Common lesson planning and collaborative development of higher order thinking questions with each lesson	1.2. ● Lesson plans ● exit tickets ● LSAs
		1.3. Teachers are not prepared for the rigor of assessments.	1.3. Teachers will take every LSA before administering it to students. They will then design lesson plans and exit slips that will be to the rigor of the assessment. Students will receive exposure to the rigor of the EOC questions.	1.3. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	1.3. Weekly lesson plan checks and common lesson planning	1.3. ● Lesson plans ● exit tickets ● LSAs
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Teachers lack familiarity with new curriculum resources.	2.1. Professional development from district and school based math coaches. Teachers will view online webinars that will support their course.	2.1. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	2.1. Weekly lesson plan checks and common lesson planning	2.1. ● Classroom observations	
Geometry Goal #2: In the 2011 -2012 school year, 0% (0) of the students taking Geometry scored a level 4 or 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0% (0)	.5% (2)				
		2.2. Students are not prepared for rigor of the assessments	2.2. Increase higher order thinking through questioning	2.2. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	2.2. Common lesson planning and collaborative development of higher order thinking questions with each lesson	2.2. ● Lesson plans ● exit tickets ● LSA

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.3. Teachers are not prepared for the rigor of assessments.	2.3. Teachers will take every LSA before administering it to students. They will then design lesson plans and exit slips that will be to the rigor of the assessment. Students will receive exposure to the rigor of the EOC questions.	2.3. Principal, Assistant Principal of Curriculum, school-based mathematics coaches, and teachers.	2.3. Weekly lesson plan checks and common lesson planning	2.3. ● Lesson plans ● exit tickets ● LSAs	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	53	57	62	67	72	
Geometry Goal #3A: In the 2011-2012 testing year, 42% of Arlington students scored proficient on the FCAT 2.0 mathematics assessment. By the 2016-2017 testing window, 72% of Arlington students will be proficient in their applicable Mathematics assessment. In attempting to close the achievement gap, we will maintain 100% proficiency within our Geometry students.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: All Geometry students were proficient in the 2011-2012 testing year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. *NA*	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. NA	3D.1.	3D.1.	3D.1.	3D.1.		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

| Geometry Goal #3D:

NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Students come to school without basic organizational skills.	3E.1. Students will learn to organize and keep and updated portfolio with current data.	3E.1. Teachers and academic coaches	3E.1. Portfolio checks	3E.1. • Benchmarks, • Exit tickets • Teacher created assessments • Portfolios • Lesson plans • Entrance Slips		
Geometry Goal #3E: All Geometry students were proficient in the 2011-2012 testing year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (5)	*100% (31)*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Agile Mind Training	6-8 Math	District	Intensive Math Teachers	July 2012 –May 2013	Monitor : • Lesson Plan • Classroom Observations • PLC data Chats	Math Coach Assistant principal For Curriculum

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Use of Agile Mind as the Intensive Math Curriculum	Agile Mind Curriculum	District	Use of Agile Mind as the Intensive Math Curriculum
Subtotal: $00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00			
Total: $00.00			

End of Mathematics Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students struggle with reading comprehension.	1A.1. Teachers will utilize Cornell Notes, SRE, Four column, Questioning, and Scaffolding in class to assist students with reading comprehension.	1A.1. Administrators and academic coaches, and teachers.	1A.1. Portfolio checks, Observations, and Visiting Vikings	1A.1. Benchmarks, LSAs, and exit tickets		
Science Goal #1A: *In the 2011 school year, 19% of the students were proficient in Science. Our goal is to increase this to 25%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	19% (47)	*24%*				
		1A.2. Students lack foundational material from prior Science classes.	1A.2. Science department will use knowledge checks to access which misconceptions and concept gaps students have before teaching a new concept.	1A.2. Administrators and academic coaches, and teachers.	1A.2. Portfolio checks, Observations, and Visiting Vikings	1A.2. Benchmarks, LSAs, Entrance Slips
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.	
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	1A.1. Students struggle with reading comprehension.	1A.1. Teachers will utilize Cornell Notes, SRE, Four column, Questioning, and Scaffolding in class to assist students with reading comprehension.	1A.1. Administrators and academic coaches, and teachers.	1A.1. Portfolio checks, Observations, and Visiting Vikings	1A.1. Benchmarks, LSAs, and exit tickets		
Science Goal #2A: *In the 2011 school year, 3% of the students were proficient in Science. Our goal is to increase this to 6%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	3% (7)	6%					
		1A.2. Students lack foundational material from prior Science classes.	1A.2. Science department will use knowledge checks to access which misconceptions and concept gaps students have before teaching a new concept.	1A.2. Administrators and academic coaches, and teachers.	1A.2. Portfolio checks, Observations, and Visiting Vikings	1A.2. Benchmarks, LSAs, Entrance Slips	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. NA	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *NA*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. NA	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1. NA	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals	**Problem-Solving Process to Increase Student Achievem**					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. NA	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Connections: Science Best Practices	6th, 7th, 8th, grade Science teachers	Academic Coach	All Science teachers in the school.	Bi-weekly meetings.	Obvious modifications to lesson plans after PLCs.	Instructional Coaches and Administrators.

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal: $00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $00.00			
Total: $00. 00			

End of Science Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Lack of familiarity with expository and persuasive formats.	1a.1. Explicit instruction in writing that includes a focus in developing arguments and supporting details.	1a.1. Reading Coach Administration	1a.1. Progress monitoring that utilizes District Timed writes and content subject writing assignments.	1a.1. - District Timed Writes - Lesson Plans - Classroom Visits - Portfolios		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goal #1A: 8th Grade will have an increase in the number of students performing at a 3 or higher on the FCAT Writes assessment	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	31%	*38%*				
		1a.2. Familiarity with conventions and essay structure	1a.2. Explicit instruction on essay structure that may include, but is not limited to 1-4-2-1 strategy, and remediation in conventions through Reading and Language Arts classes.	1a.2. Reading Coach Administration	1a.2. Progress monitoring that utilizes District Timed writes and content subject writing assignments.	1a.2. • District Timed Writes • Lesson Plans • Classroom Visits • Portfolios
		1a.3. Lack of stamina in writing	1a.3. Continued practice in all content and reading classes that include a variety of writing practice. (Short/ Extended Response, Quickwrites, Essays, etc)	1a.3. Reading Coach Administration	1a.3. Progress monitoring that utilizes District Timed writes and content subject writing assignments.	1a.3. • District Timed Writes • Lesson Plans • Classroom Visits • Portfolios
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1. NA	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Calibration of Scoring Rubric	ELA/Social Studies 8th Grade	Reading Coach	8th grade language arts and US History teachers	TDE on August 30th. Monthly monitoring during PLC meetings.	PLC meetings during planning periods.	Reading Coach Administration
How to utilize District Timed Writes assessment to support writing.	6-8th ELA	Reading Coach	6th, 7th, and 8th grade language arts and social studies teachers	Professional development is every other week, starting August 20. One professional development each month will be devoted to writing.	PLC meetings during planning periods and monitoring of growth through District Timed Writes assessments.	Reading Coach Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Calibration training	District provided training	District	
Subtotal:00.00			

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of Writing Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Attendance	1.1. Parent/Student Schedules conflict.	1. S School-based attendance liaison will contact parent(s)/ guardian(s) within 3-5 days absence. District-based attendance personnel will follow-up with parent(s)/ guardian(s) to schedule AIT meetings.	1. School-based attendance liaison. House Administrators, AFL and CIS School-Based advocates, teachers and/or principal	1. OnCourse Attendance monitored by school-based attendance liaison on a weekly basis.	1. OnCourse data/ Attendance Reports Weekly school-based attendance personnel conferences		
Attendance Goal #1: To decrease in all recording categories by 10%22% (175) Controlled hall movement eliminates tardies except for those arriving to school	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%(770)	98% (773)					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	10% (82)	*9% (79)*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	1.4% (12)	*1.0% (10)*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	6-8	Foundations Chair	● New Teachers	August 2012-May 2013	Monitoring attendance Screens	District Attendance Personnel

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of Attendance Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. • ATOSS(Alternative To Out-of-School Suspension) declined by parent(s)/ guardian(s) • Conflict Resolution and/ Anti-bullying Training for Students	1.1. • Provide ATOSS(Alternative to Out-of-School Suspension) incentives to parent(s)/ guardian(s). • Referral to one of the several school-based programs(AFL or CIS) through way of United Way(non-profit).	1.1. • School-based administrator. • School-based administrator • Student Advocates identified through United Way(includes but is not limited to mentors and therapists. Big Brothers/Big Sisters)	1.1. • District-generated ATOSS paperwork completed in its entirety.	1.1. • School data system reports(Genesis) • Full-Service Reports		
Suspension Goal #1: To decrease the suspension rate by 5%	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	*0*					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	15% (126)	*10% (79)*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	15% (126)	*10% (79)*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	15% (126)	*10% (79)*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs/ Foundations	6-8	Foundations Team leader	School-wide	August 2012-May 2013	Quarterly Monitoring through Foundations.	In-house Foundations liaison

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:00.00			
Total: 00.00			

End of Suspension Goals

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
Dropout Prevention Goal #1: _Enter narrative for the goal in this box._ *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Parent Involvement Goal(s)</u>
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
	• Conflicting schedules • Economical difficulties	• Promote PTSA membership drive off the clock. • Develop at least three(3) no more than five(5) school sponsored events throughout the school year • Encourage School Uniform Policy • Provide a Parent Compact to all students	• School-based Title I Liaison and PTA President and Board. • School-based Title I Liaison and PTA President and Board • Administration, faculty and staff.	• Number of memberships recorded • Parent Sign-Up and Agenda for every activity and/or meeting • Weekly review of Arlington Middle School Uniform Contract/Referral	• MANDATORY Sign-In form available at every activity and/or meeting • Final Count Summary • Arlington Middle School Uniform Contract/Referral • Parent/Teacher Conferences to review Compacts.		
Parent Involvement Goal #1: *To increase the PTSA(Parent Teacher Student Association) by 5%*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

	3% (16)	*5% (39)*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How To Monitor Student Performance?	6-8		School-wide	?August 2012-May 2013	Develop MANDATORY rituals and routines and monitor quarterly.	School-based Title I Liaison, PTSA President and Principal

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Introduction to Oncourse	Student academic performance, progress reports, and special projects	Title I	
Compass Odyssey	Refresh course for parents.	Title I	
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of Parent Involvement Goal(s)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Add STEM opportunities for students through after school project and activities.	1.1. Number of students who can participate is limited to the number of students who can be enrolled in TEAM-UP (120)(15% of the total school population)	1.1. TEAM –UP will partner with Duval Experimental Education Platform to for a LEGO team and participate in the middle school LEGO LEAGUE	1.1 TEAM-UP coordinator	1.1. Monitor the team's ranking in the league	1.1. Team standing in the league
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional					

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of STEM Goal(s)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Planning phase for IT Academy –School Choice	1.1. None	1.1. 1. Research possible programs to implement at AMS 2. Narrow the choices based on school utilization, student interest, alignments with feeder pattern programs 3. Solicit support from School Advisory Council, Parent Teacher Association, Shared Decision Making and the School Improvement Team	1.1. Choice Lead Teachers Assistant Principal for Curriculum Principal	1.1. 1. Participation 2. Number of students earning Industry Certification	1.1. 1. Participation 2. Number of students earning Industry Certification
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)					

or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Microsoft Industry Certification Content	7-8	District CTE facilitator	Magnet Lead Teacher	September 2012 to June 2013	Number of students who participate Percent of students earning industry certification	Assistant Principal for Curriculum
Virtual Trainings Recordings and PowerPoint Presentation	7-8	State training website: 2012-2013 Virtual Trainings Description	Magnet Lead Teacher	September 2012 to June 2013	Number of students who participate Percent of students earning industry certification	Assistant Principal for Curriculum

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Apply to the district for magnet status	Microsoft IT Grant	Microsoft IT Grant	TBA
Subtotal: 00.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 00.00			
Total: 00.00			

End of CTE Goal(s)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Parents inability to purchase the uniform shirts Communities in Schools will purchase for some of the students who cannot The vendor is donating some shirts	1.1. Crate a school-wide uniform procedure The School Advisory Council supported the request to endorse the procedure The Foundations Team wrote a procedure—colors by grade level The Parent Teacher Organization endorsed the new uniform procedure	1.1. Teachers House administrators The Foundations Team	1.1. Reduction in the number	1.1. Number of incidents reported and entered Genesis		

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal #1: Reduce the number of bullying incidents	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What is bullying, how to report it and how to stop it	6-8 Parents	District Resource	SAC Membership PTA Membership	August 2012-May 2013	Small group focus groups	SAC

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 00.00
CELLA Budget
Total: 00.00
Mathematics Budget
Total: 00.00
Science Budget
Total: 00.00
Writing Budget
Total: 00.00
Civics Budget
Total: 00.00
U.S. History Budget
Total: 00.00
Attendance Budget
Total: 00.00
Suspension Budget
Total: 00.00
Dropout Prevention Budget
Total: 00.00
Parent Involvement Budget
Total: 00.00
STEM Budget
Total: 00.00
CTE Budget
Total: 00.00
Additional Goals
Total: 00.00

	Grand Total: 00.00

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
▢Priority	▢Focus	Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)
SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
- Bullying awareness   - Better understanding of the budget

Arlington Middle School --2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the projected use of SAC funds.	Amount
Parent small group sessions on bullying	00.00