



## Turnaround Option Plan – Phase 2 Duval County Public Schools

*This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).*

## Arlington Middle School - 161581

### DMT

#### Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results.

Arlington Middle School experienced a decrease in all but one grade cell area due to a lack of standards based instruction, coaching support for teachers, and other factors that negatively affected the learning environment. During the 2016-17 school year, Arlington Middle School's campus housed one of Duval County Public Schools' PRIDE (Positive Response Intervention to Develop and Educate students) program. This program served students with Emotional/Behavior Disorders. The school also served students two or more years over-age in the Bridge to Success Program. Students assigned to these programs were integrated into the regular campus setting, however; the school's principal did not supervise the teachers assigned to these programs. These teachers were supervised by a principal who was not regularly on campus due to being responsible for supervising PRIDE programs on multiple campuses.

- The Proficiency rates have decreased in the following areas: reading by 5%, math by 9%, and civics by 5%.
- Science proficiency remained at 32%.
- Learning gains in reading dropped 9% and math gains decreased by 15%.
- The lowest quartile gains in math decreased by 4% and the lowest quartile gains in reading decreased by 6%.
- There were 1076 days of school missed by faculty/staff members, 237 out of 823 students missed 10 or more days of school, and 3022 discipline referrals were written during the 2016-2017 school year.

**Item 2:** Rationale for the turnaround option(s) selected.

Historically, a District Managed Turn-Around Option Plan has provided schools with the support needed to earn a grade of a "C" or higher.

#### Part II: Implementation Plan

##### A. Areas of Assurance

**Item 3:** Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

##### District Capacity and Support

Arlington Middle School is now part of the District's Turnaround Region. The Turnaround Region is supported by a Region Superintendent and two Executive Directors with a proven track record of

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increasing student and adult outcomes. The Turnaround Region has direct and ongoing support from the Office of Curriculum & Instruction, focusing on data analysis, problem solving and performance management strategies. The Superintendent, Chief of Schools, Chief Academic Officer and Executive Director of School Improvement, routinely access data to target district support including instructional best practices, culture and climate, family and community engagement and human resources. All members of the District's Leadership Team have demonstrated the ability to increase student and adult outcomes.

For the 2017-18 school year, the superintendent determined that the teachers providing instruction to students enrolled in PRIDE would report to the Arlington Middle School principal instead of the "offsite" principal. In order to allow more focus on instruction and meeting the overall needs of the students, the principal moved the students enrolled in the Bridge to Success Program (two or more years over-age) to a separate wing of the campus rather than having them integrated throughout the campus.

### **School Capacity**

#### ***Administrators***

The principal of Arlington Middle School is in her second year of service. Continuity in leadership coupled with support from the Turnaround Region will lead to increased outcomes and ensure that the school earns a grade of a "C" or higher. The principal found a need to make a change to the administrative leadership team to ensure that all members understood and supported the need for more effective educational practices in order to meet the school's goals. An additional assistant principal was added to support PRIDE. In addition to school-based leadership support, a Human Resource contact was assigned to ensure that the filling of vacancies was a top priority.

The principal meets weekly with region leadership, who has demonstrated success turning around similar schools. These meetings provide opportunities to glean insight and mentoring regarding best practices in educational leadership. The district provides continuous support in culture and climate, organizational leadership, and academic data analysis through the Turnaround Office and the Office of Curriculum & Instruction. Ongoing action plans that include timelines and quantitative evidence to determine success have been developed and will have consistent monitoring by the Chief of Schools, Chief Academic Officer, Turnaround Region Superintendent and the Executive Director of School Improvement. A retired veteran mentor principal, with proven success in Turnaround work, has been contracted to provide consistent coaching throughout the school year.

#### ***Educators***

There were twelve teachers with "unsatisfactory" VAM scores who were all removed before the start of the 2017-18 school year. Last year, there were seven (7) teachers "out-of-field". This year, four of those teachers were moved to different subject areas of certification. There are nineteen teachers who are teaching subjects with a temporary certificate. Last year, there were two long-term substitutes delivering instruction to students. Currently there is only one substitute assigned to the school and the HR contact for the school is urgently working with the principal to fill the position.

All teachers are being provided professional development and coaching support on how to effectively deliver standards based instruction that affords students the opportunity to understand and articulate their purpose for learning each lesson. This is a direct response to the lack of standards based instruction in the past and a decline in student proficiency in the areas of reading, math, and civics. Coaching plans have been developed for specific teachers based on data collected from classroom walk-throughs during the instructional review. These plans contain specific action steps and timelines to include quantitative

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evidence that the plan is having a positive impact on delivery of instruction and student achievement. Coaching plans are monitored by both district specialists and state representatives on a weekly basis and revised as needed.

Last year, the school’s reading coach position remained vacant. This year, both the reading and math coach positions are filled with staff selected by the principal. At the request of the principal, the district has replaced several of the district level specialists and the level of support from these specialists has increased. District specialists in ELA/reading, math, civics, and science provide ongoing and regular support to teachers. A specialist dedicated solely to the PRIDE program has also been newly assigned.

***Learning Environment***

Twelve teachers have been trained in “The No Nonsense Nurturer” and incentives are in place to decrease discipline referrals and student absences. Four teachers have been identified as needing additional support with student management using “Real-time Coaching” which is provided by Duval’s Office of Climate and Culture. The school has implemented a “Mindset Monday” program for all teachers. This program provides training and support in classroom management and student relationship building. Veteran teachers attend as needed; however, teachers new to the school participate weekly and are provided more intensive administrative monitoring and support.

The district has assigned a Behavior Interventionist to the school to assist with specialized and individual behavioral needs of students. The Office of Climate and Culture monitors the school’s Positive Behavior Intervention Plan to ensure fidelity of implementation.

***Additional Academic Supports for students***

An after-school program (Team-Up) is offered for three hours each day that includes an academic component. Achievers for Life Program (offered through Jewish Family & Community Services) provides mentoring and wrap-around services to 6<sup>th</sup> graders at Arlington Middle who exhibit warning signs of school disengagement. Community in Schools provides services to rising 7<sup>th</sup> and 8<sup>th</sup> graders who participated in the Achievers for Life Program as 6<sup>th</sup> graders. Tutoring is being offered before and after school to identified students. Tutoring funds have been allocated to provide differentiated student support based on data points and teacher input. The district will ensure additional funds are available to help students meet their set academic goals.

**B. Areas of Focus**

**Item 4:** Area(s) of Focus selected by the district based upon the school’s needs assessment.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 1. Assessments                | <input checked="" type="checkbox"/> 4. School Leadership |
| <input type="checkbox"/> 2. Instructional Programs                | <input type="checkbox"/> 5. Increased Learning Time      |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction |  |

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**Item 5:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

The progress monitoring assessment data (provided by Achieve 3000, i-Ready, and district interim assessments) will set the instructional focus and inform instructional practices at the school. The instructional framework will allow teachers and support staff to respond to content area and classroom trends as well as utilize tiered support structures to meet individual student needs. Aligned observational and ongoing student achievement data will provide the district with the information to offer additional support as needed. The district will remove the principal if the school letter grade does not improve.