

Duval County Public Schools

Jean Ribault Middle School



2017-18 Schoolwide Improvement Plan

Jean Ribault Middle School

3610 RIBAUTL SCENIC DR, Jacksonville, FL 32208

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Jean Ribault Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide exceptional educational opportunities for every student, everyday.

b. Provide the school's vision statement.

All students are motivated to capitalize on every learning opportunity that will prepare them for high school and beyond.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students are given multiple surveys throughout the year that allow them to discuss the climate and culture within the school environment. Teachers also administer learning style surveys and writing prompts that ask for students interests and personal stories that can be used to connect to differentiated instruction within the class. There are various activities and athletics that students can become involved in that are sponsored by teachers which build relationships between students and teachers.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Before school, City Year core members and staff welcome students as they enter the school. All students are greeted at the beginning of each class by staff members while standing at their doors. In between classes, each teacher greets each students at the door to welcome them to class and encourages students for a good class experience. After school, students are escorted to exit gates and supervision is provided at bus loading and car rider zones by teachers, security and administrators. Students have opportunities to excel in their coursework with after-school tutoring and Team-Up that is provided by teachers and CIS.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system being used is CHAMPS and reinforced with the use of Positive Behavior Intervention and Supports (PBIS). In using this model, students have structured expectations for behavior within the classroom and common areas. Students are provided positive feedback and rewards for conduct and aligns with or exceeds school and classroom expectations. Protocols for disciplinary incidents are aligned and closely follow procedures established in the district code of student conduct. Restorative Justice is utilized as an educational tool for students through the use of peer mediation and students accountability to emphasize the importance of healthy school climate. Personnel trainings are developed by the school leadership team and administered through Early Dismissal day trainings. An additional layer of support for students has been added this year through Full Service Plus programs that are housed on the campus.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students social-emotional needs are addressed through various measures aimed at providing counseling, mentoring and services that ensure student success. The office of student services works closely with our school guidance department and to provide students with the necessary requisites for achievement. Guidance counselors are available to meet with students to deal with school related and home issues that may be affecting school performances through one-on-one session and referrals to outside agencies and our new, on site programs, Full Service Plus. Trainings on topics such as conflict prevention and resolution, impulse control, and development of student interpersonal skills.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning system involves Guidance Counselors and Administrators review the following indicators quarterly: attendance, discipline, and review progress and core courses via progress reports and report cards using FOCUS. Progress Monitoring data from Performance Matters is also reviewed.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	43	51	27	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	5	12	13	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	89	97	93	0	0	0	0	279

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	126	134	101	0	0	0	0	361

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school employs several interventions to improve the academic performance of students target as early Warning students such as:

- home visits by school counselors, district social worker, SRO and Dean;
- utilize City Year' behavior and attendance program;
- utilize Colts Cash and incentive plan for those who are awarded points for specific attendance and positive behavior indicators
- teachers submit attendance referrals when a student misses the 5th day of the marking period to help prevent truancy;
- holding conferences quarterly with the designated school counselor;

- referral for wrap-around services (when applicable) such as Full Service Plus;
- administrators and/or Deans meeting with parents after the 1st suspension and students are placed on behavior contracts or referred to S.O.S;
- mentors are requested and assigned for students through Achievers For Life program;
- teachers, administrators, academic coaches, counselors, and district specialist hold data chats with students; and
- incentives are given for participation/attendance in tutoring;
- Team Up

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We will increase parent involvement activities by 50% by offering monthly parent events during varying times in order to attract all parents.

We will solicit feedback from parents regarding activities they would be interested in happening at JRMS.

We will offer interactive tutorials to parents who are unfamiliar with Gradeportal, teacher and school websites.

We will communicate classroom and school news to parents via JRMS website, parent link, Robcalls and flyers.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We will continue to increase partnerships with varies businesses and organizations by asking them to mentor, volunteer and sponsor school events and activities.

We have established a business partnership with Toby's Bar-B-Que, located in our community;

We will maintain our partnerships with the following organizations and businesses:

Southpoint Community Church

Availity

United Way

Communities in Schools

Jacksonville Jewish Center

Walgreens (Edgewood Location)

We will also provide student engagement and support through the following programs at JRMS:

5000 Role Models of Excellence (district based program);

G.E.M.S. girls group (school based program)
FULL Service Plus w/ on site therapist (district based program)

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Angela	Principal
Harvey, Latisha	Assistant Principal
Kane, Rick	Assistant Principal
Jones, Seanta	School Counselor
Clayton, Deidra	School Counselor
Pickford, Victoria	Teacher, ESE
Burroughs, Lakeisha	Instructional Coach
Gazaleh, Jimmy	Dean

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Angela Maxey
Assistant Principal: Latisha Harvey
Assistant Principal: Rick Kane
Dean of Students: J. Gazaleh and Mis'elle Hall
Math Coach: Lakeisha Burroughs
Instructional Coach: Lisa Moses
ESE Lead Teacher/MTSS Facilitator: Victoria Pickford
School Counselor/MTSS : Seanta Jones, Deidra Clayton

The school team meets biweekly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the MTSS process. The operating structures include current building leadership teams, professional learning communities, and content based teams. For the most intensive interventions the MTSS leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the guidance team who will make the determination if the student's data supports a meeting with the MRT team.

Principal Angela Maxey provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/

programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principals: Rick Kane and Latisha Harvey provide a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; conducts assessments MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation, and communicates with parents regarding school-based plans and activities. Provides information about school wide and class wide behavior curriculum and instruction, participates in behavioral data collection; provides professional development principles of foundation to faculty and staff; and collaborates with staff to implement instructional interventions. Develop, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provides early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Dean of Students: M. Hall and J. Gazaleh -Provide information in school wide and class wide behavior curriculum and instruction; participates in behavioral data collection, provides professional development principles of foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

ESE Lead Teacher: Victoria Pickford-participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2, 3 instruction ; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

School Counselors/Guidance: Seanta Jones, Deidra Clayton-participates on leadership team, MRT and MTSS teams; acts as liaison for implementation of MRT and MTSS at the school level; receives ongoing training and delivers information to school; provides direct intervention services to an identified group of students and tracks students progress, guides school in using data to make decisions about interventions and strategies that support students. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; credit checks, student scheduling, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of students behavior.

Academic Coaches: Lakeisha Burroughs and Lisa Moses coordinate the school's department staff development; facilitate onsite professional development sessions; serving as a member of the school's leadership team; providing model lessons for teachers, assisting teachers in securing resources for carrying out school improvement plans; monitoring teaching practices; and facilitating continuous assessments of student progress.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Tier 1 interventions are designed for every student in the general curriculum. Best practices are aligned with students data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implementing during common planning and early dismissal Wednesday, and them monitored to ensure that the specific outcomes are being implemented in the classroom with students. The Tier 2 supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and or the school support staff. Following data analysis, instructional strategies are created during common planning by content area teachers and school based coaches. Small group instruction is then facilitated by the teacher. Data is monitored to determined the level of success. The Tier 3 supports are individualized and occur throughout the year. Tier 3 individual education is data based using various data sources which include but are not limited to: State assessments data, district assessments, student GPA, discipline data, and attendance data.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jamie Bailey	Parent
Angela Maxey	Principal
Rev. Clifford Johnson	Business/Community
Shannon Stephens (Father)	Parent
Matthew Birt	Business/Community
Vanessa Flagg	Education Support Employee
Victoria Pickford	Teacher
Jayne Johnson	Business/Community
Eddie Burroughs Sr.	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC had the opportunity to review and offer recommendations prior to the submission of the School Improvement Plan.

b. Development of this school improvement plan

Matthew Birt, SAC Chair, attended the District's School Improvement Plan training with the school's administration. This training provided on the development for the SIP and allowed SAC chair the opportunity to assist in the development of plan.

c. Preparation of the school's annual budget and plan

Principal Maxey and Matthew Birt, SAC Chair will meet to discuss school's budget and staff allocation plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC did not use any School Improvement funds during the 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Washington, Christina	Teacher, K-12
Pickford, Victoria	Teacher, ESE
Harvey, Latisha	Assistant Principal
Burroughs, Lakeisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team is compromised of representative on campus as well as representation from administration. The LLT will host a literacy family night. The LLT will also promote literacy throughout the school by leading the faculty in monthly reading and writing strategies that can be utilized in all classrooms. The LLT will also promote reading initiatives such as the 25 Book Challenge and Literacy Week which will involve a Parent Literacy Night and Character Dress Up Day to get students involved in the reading process outside of the classroom. The LLT will also be responsible for rewarding students Colts Cash quarterly to those who meet reading goals both in and outside of the classroom.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

School-Wide strategy for encouraging positive working relationships with teachers is participation in Professional Learning Communities/Common Planning with their content. The master schedule has been designed to provide consistent time for teachers to meet by content areas. Research-based protocols are utilized to focus the common planning on students' academic needs, lesson planning, student assessments and professional development. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. The administrative team also selects teachers to participate in a school based Classroom management Cohort as a PD opportunity.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The school works with the DCPS Human Resource departement to seek out highly qualified candidates to interview for vacant positions. JRMS leadership attends and participates in district wide career fairs to

hire qualified staff. In addition, we use district partnerships with Teach for America (TFA) and Jacksonville Teacher Residency (JTR through QEA) to secure qualified candidates.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers are participating in the MINT program is the School District of Duval County Public Schools formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. MINT participants will meet bi-weekly for professional development.

MINT the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. MINT helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school provides weekly professional development opportunities to teachers which provide support in identifying and implementing best practices in the classroom, unpacking benchmarks and analyzing data in order to guide instruction and helping them “unpack” the Common Core and Florida Standards. Through the use of daily common planning, teachers collaborate in order to develop instructional plans that are aligned to district expectations, Common Core and state standards. Through the instructional planning process, teachers are able to collaborate together to embed reading and writing across the curriculum. Through these practices, teachers are able to participate in conversations that promote growth in instructional practice and understanding the curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school (LLT). Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Provide support in reading and math classrooms through the use of City Year Corps Members.

- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study)
- Administering assessments which measure instructed standards
- Implement Achieve 3000 in all content area classes (except math)

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 27,000

Our after school program provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities. The program takes place after school and serves 160 students at our school; Monday through Friday for three hours each day. The program focuses on six core areas – academics (1.5 hour), sports and recreation, life skills, cultural enrichment, parental involvement and community service (2.5 hour).

Strategy Rationale

To increase student proficiency and to maintain and increase student promotion rate

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burroughs, Lakeisha, burroughsl@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State and district assessments. Student grades.

Strategy: Extended School Day

Minutes added to school year: 2,880

Targeted tutoring for each accountable subject area: Civics, Reading, Math, and Science

Strategy Rationale

Provide students additional time for learning to increase student proficiency while maintaining regular academic instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moses, Lisa, mosesl1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative and Informal assessments used to drive target tutoring lesson an students that need to attend.

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school employs school wide AVID strategies to support all students at JRMS.

6th grade students who are considered "at risk" will be recruited by AFL. The course master has also included

7th and 8th grade students to participate in the school based AVID program which entails Cornell Note taking, ACES, and organization skills.

8th grade students participate in Parent Night with local High School programs. These programs

discuss various academic and extra curricular programs to attract that these students will embark upon as they matriculate into the high school arena.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If JRMS implements effective, aligned, rigorous standards for student achievement, then we have developed a sustainable culturally responsive climate that provides best practices for all students, staff and community.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If JRMS implements effective, aligned, rigorous standards for student achievement, then we have developed a sustainable culturally responsive climate that provides best practices for all students, staff and community. 1a

G094470

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	31.0
ELA/Reading Gains	46.0
ELA/Reading Lowest 25% Gains	47.0
Bio I EOC Pass	75.0
Statewide Science Assessment Achievement	15.0
Civics EOC Pass	66.0
Algebra I EOC Pass Rate	100.0
FSA Mathematics Achievement	44.0
Math Gains	53.0
Math Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Parental Involvement
- Lack of knowledge-protocols/procedures content
- Community perception
- Funding – materials, PD, conference
- School choice-rules
- Student behavior/attendance and teacher attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology one to one
- Model classes in all content areas
- Security on campus
- PLC's that promote Collaboration, planning, and professional learning
- Early dismissal time focused on PD
- Marketing Signs on campus
- Business and faith based partners
- State and district (specialists) support
- Colt Pride Program (Staff/Students/Parents)
- Staff who are willing to go above and beyond ; demonstrates genuine care about the kids; dedication and commitment

Plan to Monitor Progress Toward G1. 8

CAST, TNTP Data Surveys

Person Responsible

Angela Williams

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthrough notes and CAST evaluations, TNTP Data from Surveys

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If JRMS implements effective, aligned, rigorous standards for student achievement, then we have developed a sustainable culturally responsive climate that provides best practices for all students, staff and community. **1**

 **G094470**

G1.B1 Parental Involvement **2**

 **B253736**

G1.B1.S1 Promote and post family engagement activities, parent nights, and athletic events on the school marquee, via flyers/handouts, mail outs, school social media accounts, and school messenger. Also, use these avenues to share with parents the curriculum, courses offered, qualifications for programming, materials, and resources provided by the school. **4**

 **S268013**

Strategy Rationale

To increase parent involvement and ensure information is disseminated in a timely manner using all possible outlets.

Action Step 1 **5**

Who to Ask Handouts

Person Responsible

Latisha Harvey


Schedule

On 7/14/2017


Evidence of Completion

completed handout

G1.B2 Lack of knowledge-protocols/procedures content **2**

 B253737

G1.B2.S1 Model protocols and systems for teachers frequently and provide protocols and systems in writing. **4**

 S268014

Strategy Rationale

to ensure staff have a reference to follow step by step procedures.

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Run Drills monthly

Person Responsible

Rick Kane


Schedule

On 6/1/2018

Evidence of Completion

Reports on drills throughout the year

G1.B2.S2 Create checklist for new teachers 4

 S268015

Strategy Rationale

ensure they are provided ALL necessary information to be successful

Action Step 1 5

New Teacher Check List

Person Responsible

Latisha Harvey

Schedule

On 8/7/2017

Evidence of Completion

Checklist

G1.B3 Community perception 2

 B253738

G1.B3.S1 Use Social Media outlets, school marquee, and DCPS Good News Ambassadors to improve image of school. 4

 S268016

Strategy Rationale

Increase positive news reported about the school. Never let the community assume.

Action Step 1 5

Set up our district social media

Person Responsible

Angela Williams

Schedule

On 8/28/2017


Evidence of Completion

Usage of social media accounts once a month, every month.

G1.B4 Funding – materials, PD, conference 2

 B253739

G1.B4.S1 Secure Funding for PD and instructional resources 4

 S268017

Strategy Rationale

Enhancing instruction and learning

Action Step 1 5

Identify PD

Person Responsible

Latisha Harvey

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in sheets for training; improved instruction with use of CAST

G1.B6 School choice-rules 2

 B253741

G1.B6.S1 Ensure equity, guidelines and rules applied fairly through district office 4

 S268018

Strategy Rationale

To avoid inconsistent practices and parent frustration during enrollment

Action Step 1 5

Keep line of communication open with School Choice

Person Responsible

Angela Williams

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Emails, enrollment procedures in school choice and at school level.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Review enrollment procedures

Person Responsible

Angela Williams

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Enrollment paperwork from district office and school level

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Review enrollment paperwork

Person Responsible

Angela Williams

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School based enrollment folders

G1.B8 Student behavior/attendance and teacher attendance 2

B253743

G1.B8.S1 Provide incentives to students and teachers for demonstrating the school theme All Hustle, All Heart, All In, and the school's 3 Guiding Principles: Be On time everyday, Follow Directions Everyday, and Do your best Everyday. 4

S268020

Strategy Rationale

These incentives will reinforce and highlight positive student and teacher/staff behaviors.

Action Step 1 5

PBIS Incentive Plan

Person Responsible

Mishel'le Hall

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Colts Cash tickets, activities and rewards planned for positive behaviors

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Discipline, Academic and attendance data will be used

Person Responsible

Jimmy Gazaleh

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data trends of decreased negative behaviors and increased positive behaviors.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Discuss the data and provide next steps

Person Responsible

Latisha Harvey













Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

During admin meetings discuss and plan awards and activities.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A356654	Who to Ask Handouts	Harvey, Latisha	7/14/2017	completed handout	7/14/2017 one-time
G1.B2.S2.A1  A356655	New Teacher Check List	Harvey, Latisha	8/7/2017	Checklist	8/7/2017 one-time
G1.B3.S1.A1  A356656	Set up our district social media	Williams, Angela	8/28/2017	Usage of social media accounts once a month, every month.	8/28/2017 one-time
G1.MA1  M380955	CAST, TNTP Data Surveys	Williams, Angela	9/1/2017	Walkthrough notes and CAST evaluations, TNTP Data from Surveys	5/31/2018 monthly
G1.B2.S1.MA1  M380950	Run Drills monthly	Kane, Rick	9/1/2017	Reports on drills throughout the year	6/1/2018 one-time
G1.B4.S1.A1  A356657	Identify PD	Harvey, Latisha	8/14/2017	Sign in sheets for training; improved instruction with use of CAST	6/1/2018 quarterly
G1.B6.S1.MA1  M380951	Review enrollment paperwork	Williams, Angela	8/14/2017	School based enrollment folders	6/1/2018 biweekly
G1.B6.S1.MA1  M380952	Review enrollment procedures	Williams, Angela	8/14/2017	Enrollment paperwork from district office and school level	6/1/2018 biweekly
G1.B6.S1.A1  A356658	Keep line of communication open with School Choice	Williams, Angela	8/14/2017	Emails, enrollment procedures in school choice and at school level.	6/1/2018 monthly
G1.B8.S1.MA1  M380953	Discuss the data and provide next steps	Harvey, Latisha	8/14/2017	During admin meetings discuss and plan awards and activities.	6/1/2018 weekly
G1.B8.S1.MA1  M380954	Discipline, Academic and attendance data will be used	Gazaleh, Jimmy	8/14/2017	Data trends of decreased negative behaviors and increased positive behaviors.	6/1/2018 monthly
G1.B8.S1.A1  A356659	PBIS Incentive Plan	Hall, Mishel'le	8/14/2017	Colts Cash tickets, activities and rewards planned for positive behaviors	6/1/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If JRMS implements effective, aligned, rigorous standards for student achievement, then we have developed a sustainable culturally responsive climate that provides best practices for all students, staff and community.

G1.B4 Funding – materials, PD, conference

G1.B4.S1 Secure Funding for PD and instructional resources

PD Opportunity 1

Identify PD

Facilitator

Moses, L; Burroughs, L, ; district specialist, and others

Participants

JRMS faculty and staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G1.B8 Student behavior/attendance and teacher attendance

G1.B8.S1 Provide incentives to students and teachers for demonstrating the school theme All Hustle, All Heart, All In, and the school's 3 Guiding Principles: Be On time everyday, Follow Directions Everyday, and Do your best Everyday.

PD Opportunity 1

PBIS Incentive Plan

Facilitator

Dean Hall and Gazaleh

Participants

Teachers, Students, Parents,

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Who to Ask Handouts				\$0.00
2	G1.B2.S2.A1	New Teacher Check List				\$0.00
3	G1.B3.S1.A1	Set up our district social media				\$0.00
4	G1.B4.S1.A1	Identify PD				\$0.00
5	G1.B6.S1.A1	Keep line of communication open with School Choice				\$0.00
6	G1.B8.S1.A1	PBIS Incentive Plan				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	2121 - Jean Ribault Middle School	School Improvement Funds		\$300.00
			Notes: Notes			
Total:						\$300.00