

Duval County Public Schools

Jean Ribault High School



2019-20 Schoolwide Improvement Plan

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Jean Ribault High School

3701 WINTON DR, Jacksonville, FL 32208

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

Demographics

Principal: Gregory Bostic

Start Date for this Principal: 6/30/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (44%) 2016-17: C (44%) 2015-16: C (43%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bostic, Gregory	Principal	The principal provides a common vision for the use of data-based decision-making and ensures adequate Professional Development to support instructional implementation. He also communicates with parents regarding school-based plans and activities. The principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. The administrative team, including the principal, also works with the broader team and teacher-led action teams to make school based decisions with regard to family and community engagement and school climate and culture.
Hunter, Austin	Assistant Principal	The assistant principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. The administrative team, including the assistant principal, also works with the broader team and teacher-led action teams to make school based decisions with regard to family and community engagement and school climate and culture.
Griffin, Williams	Dean	The Deans of Students (Griffin and Brown) educate all students on the District Code of Conduct and behavioral referral process, monitor, and implement strategies to reduce the number of discipline referrals while working with the teacher-led PBIS team. In addition, the Deans will work directly with all stakeholders to increase positive behaviors and attendance.
Harris, Mia	School Counselor	The lead School Counselor (Ms. M. Harris) will work with all members to ensure student needs are being met. In addition, she will serve with the Deans to help improve attendance and reduce behavior concerns, She will work with the administrator over seniors to ensure all seniors graduate and are college or career ready.
Gaspard, James	Assistant Principal	The assistant principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. The administrative team, including the assistant principal, also works with the broader team and teacher-led action teams to make school based decisions with regard to family and community engagement and school climate and culture.
Johnson, Samai	Instructional Coach	The Instructional Coach (Ms. S. Johnson) will develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based

Name	Title	Job Duties and Responsibilities
		intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	368	407	306	242	1323
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	119	90	139	467
One or more suspensions	0	0	0	0	0	0	0	0	0	95	91	58	30	274
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	58	116	25	8	207
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	276	288	179	184	927

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	199	166	114	49	528

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	24	114	34	11	183
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	104	113	64	101	382
One or more suspensions	0	0	0	0	0	0	0	0	0	186	140	88	51	465
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	116	258	91	51	516
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	243	222	192	148	805

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	250	252	191	153	846

Part II: Needs Assessment/Analysis

School Data
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	47%	56%	25%	46%	53%
ELA Learning Gains	42%	48%	51%	29%	45%	49%
ELA Lowest 25th Percentile	37%	42%	42%	19%	39%	41%
Math Achievement	46%	51%	51%	48%	59%	49%
Math Learning Gains	45%	52%	48%	44%	52%	44%
Math Lowest 25th Percentile	33%	47%	45%	36%	45%	39%
Science Achievement	46%	65%	68%	49%	64%	65%
Social Studies Achievement	38%	70%	73%	39%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	368 (0)	407 (0)	306 (0)	242 (0)	1323 (0)
Attendance below 90 percent	119 ()	119 ()	90 ()	139 ()	467 (0)
One or more suspensions	95 (0)	91 (0)	58 (0)	30 (0)	274 (0)
Course failure in ELA or Math	58 (0)	116 (0)	25 (0)	8 (0)	207 (0)
Level 1 on statewide assessment	276 (0)	288 (0)	179 (0)	184 (0)	927 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	24%	48%	-24%	55%	-31%
	2018	23%	48%	-25%	53%	-30%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	27%	48%	-21%	53%	-26%
	2018	20%	49%	-29%	53%	-33%
Same Grade Comparison		7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	67%	-25%	67%	-25%
2018	43%	63%	-20%	65%	-22%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	68%	-29%	70%	-31%
2018	36%	64%	-28%	68%	-32%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	57%	-25%	61%	-29%
2018	47%	61%	-14%	62%	-15%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	61%	-9%	57%	-5%
2018	39%	57%	-18%	56%	-17%
Compare		13%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	46	33	49	34	47	50	29		84	42
BLK	28	41	36	45	43	31	45	37		88	70
MUL	43	57		67							
WHT	45	80		67							
FRL	26	40	37	43	41	29	42	34		82	65
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	34	20	51	52		52	55		77	30
BLK	24	31	29	45	43	33	43	37		82	69
MUL	36	40									
WHT	69	54		73						67	
FRL	24	31	30	46	43	33	42	38		76	70

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	30	21	32	36		27	38		38	50
BLK	25	29	19	47	45	37	47	38		78	71
WHT	35	38		46	40		75				
FRL	20	28	21	44	43	37	46	38		76	72

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
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Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performing component was ELA achievement. While ELA achievement rose 4 percentage points from 2018 to 19 overall, it was still well below our next component. ELA achievement continues to remain a priority, but comparisons of cohort data show that students come into high school performing below proficiency but do make gains.

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

The only overall data point to show a decline was social studies achievement; however, when you break down math achievement, Algebra 1 fell steeply and geometry's gains balanced it out. Algebra I fell due to several factors: lack of teacher experience and/or knowledge, student mathematical skills deficits, and lack of targeted, aligned core instruction. All of which will be addressed this year.

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

The data component with the greatest gap when compared to the state average is Social Studies Achievement. This directly relates to the ELA achievement gap as well as social studies is a literacy based test. We also did not see as many gains in FSAA US History as we anticipated.

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

ELA learning gains went up 10 points, and this was our area of most improvement. ELA instruction shifted last year to include targeted differentiation in class and during in school pull outs to assist students. In addition, the school utilized Achieve3000 and CommonLit to address individual student needs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Out two biggest areas of concern are attendance and retained students. Therefore, we have instituted new attendance tracking procedures and rewards for good (and improved) attendance. In addition, retained students will be enrolled in online courses to help them rectify the credit issues.

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

1. Algebra I Achievement
2. ELA Achievement (both 9th and 10th)
3. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Achievement (Specifically Algebra I)
Rationale	While the overall math achievement remained the same, delving deeper shows a double digit drop in Algebra I achievement only balanced by a double digit gain in geometry.
State the measurable outcome the school plans to achieve	Algebra I Achievement will raise 16% to 48% proficient.
Person responsible for monitoring outcome	Gregory Bostic (bosticg@duvalschools.org)
Evidence-based Strategy	Small group pull outs done by teachers, coach, and specialist during the school day to address areas of need. This will begin in the beginning of October (directly after the completion of the first unit of instruction). Title 1 funds will be used to pay for teachers' planning periods to conduct pull outs (tutoring) and also to purchase Algebra I teacher positions. In addition our math coach, purchased through Title I funds, will work to professionally develop our math teachers.
Rationale for Evidence-based Strategy	Addressing our area of need early on will allow for students to develop deeper understanding through the rest of the year. In addition, targeted differentiation (or corrective instruction) allows students multiple opportunities and methods for learning the mathematical content that they need.
Action Step	
Description	<ol style="list-style-type: none"> 1. Analyse data and identify students and areas of need 2. Plan aligned lessons (with post assessments) to deliver to groups of students 3. Conduct pull out sessions and then post assessments 4. Identify mastery level of students 5. Continue cycle if not mastered
Person Responsible	Gregory Bostic (bosticg@duvalschools.org)

#2	
Title	ELA Achievement
Rationale	Achievement in ELA is our lowest performing component. While all three ELA components grew last year, our achievement remains in the 20s. This also impacts the achievement seen in science and social studies as literacy impacts both of those assessments.
State the measurable outcome the school plans to achieve	ELA achievement will move up 4 percentage points to 33 (mimicking the 4 point growth of 2018). This will also impact gains (up 8 points to 50) and LPQ gains (up 8 to 45).
Person responsible for monitoring outcome	Austin Hunter (huntera@duvalschools.org)
Evidence-based Strategy	Tiered system of instructional support for teachers and students. In addition, embed literacy strategies and lessons school wide and in all content areas to support literacy skills development. Teachers will receive tiered support to develop professionally from AP and dedicated literacy coach purchased through title I. With computers purchased through title I, students will receive tiered support by accessing Achieve3000 and CommonLit.
Rationale for Evidence-based Strategy	Tiering instructional needs of students and teachers allows for targeted intervention and supports. In addition, the more student are exposed to literacy skills and practice reading, the more masterful they will become.
Action Step	
Description	<ol style="list-style-type: none"> 1. Based on walkthroughs and data, teachers will be tiered for professional intervention. Students will be grouped based on need after analysis of data. 2. Teachers will receive support from coach (purchased through Title I) and administrator as well as PD. Students will receive targeted intervention from teacher in class and during pull outs by coach, specialist, and AP (tutoring will be paid through via Title I). 3. Effectiveness of support (for teachers and students) will be analyzed based on data. 4. Cycle will continue.
Person Responsible	Austin Hunter (huntera@duvalschools.org)

#3	
Title	Science Achievement
Rationale	Biology achievement rose from 44 to 46% in 2019, but this jump was due mostly to those students taking the FSAA. Students taking the Biology EOC, declined, and the gap between JRHS and the state and district continues to grow.

State the measurable outcome the school plans to achieve	Biology achievement will move from 46% to 52% in 2020 after we implement purposeful scheduling, targeted FCIM lessons, and pull outs.
Person responsible for monitoring outcome	James Gaspard (gaspardj@duvalschools.org)
Evidence-based Strategy	JRHS will use pull outs of targeted students by teachers and the district specialist in order to address student needs. The pullouts and the additional Biology teacher position will be purchased utilizing Title I funds. In addition, we will use Title I funds to purchase more computers to implement Penda (an online tool to target Biology standards) in Biology and Environmental science (the prerequisite course).
Rationale for Evidence-based Strategy	Pull outs and Penda will allow us to target areas of misconceptions and lack of mastery in order to raise overall achievement while maintaining high level, aligned core instruction in all classes.

Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule all students in science progression correctly. 2. Utilize data to determine student needs: pull out assignments and PENDA 3. Implement instruction in pull outs and with penda and then measure mastery. 4. Repeat cycle based on data. 5.
Person Responsible	James Gaspard (gaspardj@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Develop a positive school culture by enacting systems that support teachers in developing the whole child and ensuring student safety in order to support student learning and improve student outcomes in all core subjects. part of developing our school culture will fall to our Dean of Students (position purchased through Title I).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Through surveys of parents, we have crafted programming (Why Cook Wednesday?) that provides engagement and educational information. We have also crafted a space for parents to utilize in our school with appropriate resources. Please see PFEP for more detailed information.

PFEP Link

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

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.

Jean Ribault offers a wide array of programs to meet the social-emotional needs of students, and has partnered with Full Service Schools to ensure that all needs are met. We have one full time mental health counselor that sees students every day, and other part time full service counselors that come in and assist. In addition, Ribault offers tutoring, mentoring with teachers or peers, and peer mediators through our Restorative Justice program.

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

Students entering the 9th grade are enrolled in a Transitional Course (Leadership Techniques) that focuses on supporting them as they acclimate to high school. Students receive targeted support and become accustomed to the school culture through this highly engaging course. In addition, all 9th grade students meet with a counselor within the first semester.

Senior students receive support through their school counselor and administrator. Seniors meet with counselors and administrator regularly to discuss post-secondary plans and why they need to reach these goals. In addition, senior parents are invited to quarterly parent nights so they can become involved and informed. In addition, We host multiple job and college fairs throughout the year to assist students in formulating transitional plans.

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.

Jean Ribault leadership team is divided into Professional Learning Communities to address the development and implementation of different parts of the SIP and MTSS plan. The Leadership team and coaches provides data on Tier I, II, and III targets, academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationship), and facilitates the development of a systemic approach to teaching. The MTSS Leadership team is involved in the problem solving model and the implementation of tiered action steps. The Leadership team works to interpret best practices for interventions and strategies. Additionally, the Leadership Team implements procedures and utilizes Professional Learning Communities time for developing student-driven individual progress monitoring plans and maintaining records of relevant data.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school and weekend tutoring programs. In addition, Intervention time is offered during regular school hours. All students in need of additional services for reading and math remediation are scheduled into the appropriate classes.

Title I, Part D: District receives supplemental funds for improving basic educational programs through the purchase of educational equipment and educational software programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II: Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Teachers provide appropriate accommodations for ELL students in the classroom and during Assessments. Teachers receive strategies to assist ELL students through Common Planning and PLC trainings.

Supplemental Academic Instruction: SAI funds will be used to fund during the day and after school tutoring programs.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Each student meets personally with their school counselor to review prior coursework and select new coursework that aligns with their academic and career goals. Data chats with students are conducted by teachers and guidance counselors frequently. In addition, all students are encouraged (and scheduled into) appropriate acceleration courses and scheduled to take the appropriate readiness test, so that all options are open to them post high school. Students also attend multiple college and career fairs hosted by both JRHS and community partners.

Part V: Budget

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

1	III.A.	Areas of Focus: Math Achievement (Specifically Algebra I)				\$132,651.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0961 - Jean Ribault High School	Title, I Part A		\$132,651.00
			<i>Notes: 2 mathematics teachers and a math coach to improve Algebra I and Geometry achievement</i>			
2	III.A.	Areas of Focus: ELA Achievement				\$101,992.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0961 - Jean Ribault High School	Title, I Part A		\$85,988.00
			<i>Notes: 1 Classroom English teacher and a literacy coach to improve ELA achievement.</i>			
	5100	519-Technology-Related Supplies	0961 - Jean Ribault High School	Title, I Part A		\$16,004.00
			<i>Notes: Computers to support Achieve3000 and Penda in ELA and Science</i>			

3	III.A.	Areas of Focus: Science Achievement				\$41,311.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0961 - Jean Ribault High School	Title, I Part A		\$41,311.00
			<i>Notes: Biology teacher to assist with raising Biology achievement</i>			
					Total:	\$275,954.00