

Duval County Public Schools

Jean Ribault Middle School



2020-21 Schoolwide Improvement Plan

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Jean Ribault Middle School

3610 RIBAUT SCENIC DR, Jacksonville, FL 32208

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

Demographics

Principal: Ronnie Williams

Start Date for this Principal: 7/7/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: D (38%) 2016-17: C (41%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

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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Jean Ribault Middle School

3610 RIBAUT SCENIC DR, Jacksonville, FL 32208

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	96%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide exceptional educational opportunities for every student, everyday.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Williams, Ronnie	Principal	
	School Counselor	
Burroughs, Lakeisha	Instructional Coach	
Moses, Lisa	Instructional Coach	
Hall, Mishel'le	Dean	
Brown, Latoya	Assistant Principal	

Demographic Information

Principal start date

Tuesday 7/7/2020, Ronnie Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
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SI Region	Northeast
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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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Wednesday 7/22/2020

Prior Year - As Reported
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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	26%	43%	54%	20%	41%	52%
ELA Learning Gains	37%	49%	54%	41%	48%	54%
ELA Lowest 25th Percentile	32%	45%	47%	41%	43%	44%
Math Achievement	39%	49%	58%	34%	44%	56%
Math Learning Gains	45%	50%	57%	48%	49%	57%
Math Lowest 25th Percentile	42%	47%	51%	52%	46%	50%
Science Achievement	15%	44%	51%	16%	45%	50%
Social Studies Achievement	66%	68%	72%	55%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	47%	-23%	54%	-30%
	2018	21%	44%	-23%	52%	-31%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	20%	44%	-24%	52%	-32%
	2018	16%	41%	-25%	51%	-35%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
08	2019	23%	49%	-26%	56%	-33%
	2018	21%	51%	-30%	58%	-37%
Same Grade Comparison		2%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	36%	51%	-15%	55%	-19%
	2018	32%	42%	-10%	52%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	28%	47%	-19%	54%	-26%
	2018	20%	50%	-30%	54%	-34%
Same Grade Comparison		8%				
Cohort Comparison		-4%				
08	2019	30%	32%	-2%	46%	-16%
	2018	17%	31%	-14%	45%	-28%
Same Grade Comparison		13%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	13%	40%	-27%	48%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	2%	44%	-42%	50%	-48%
Same Grade Comparison		11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	23%	63%	-40%	65%	-42%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	69%	-8%	71%	-10%
2018	35%	84%	-49%	71%	-36%
Compare		26%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	57%	6%	61%	2%
2018	82%	61%	21%	62%	20%
Compare		-19%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	61%	28%	57%	32%
2018					

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	29	32	30	42	50	41	19	63			
BLK	25	36	30	38	45	43	12	65	71		
MUL	69	46		50	53						

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
WHT	52	59		52	43						
FRL	25	36	31	37	44	40	11	65	79		
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	38	50	42	40	49	46	54	55			
BLK	23	35	37	34	42	44	17	41	56		
MUL	42	50		53	50						
WHT	41	44		53	50						
FRL	25	36	39	34	42	46	18	43	62		
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	6	36	32	13	35	45	11	28			
BLK	19	40	41	34	48	52	15	53	56		
MUL	47	41		31	44						
WHT	27			43	40						
FRL	19	38	42	32	48	51	15	53	59		

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)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

All questions need to be completed

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

-

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.

-

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

-

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

-

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

- 1.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Less than 20% of the teachers are utilizing the Learning Arc to align their instruction to the standard. In developing the teachers with the implementing standards-based instruction it is important that we provide training on how to utilize the Learning Arc to decrease the deficit during the 2019-20 school year. This will enable teachers to plan effective lessons using the item specifications and ALDS to make sure that the learning task are aligned to the standard.

Measurable Outcome:

95% of our core teachers will show progress towards fully implementing the learning arc while planning instructional delivery decreasing the deficit of standards-based instruction.

Person responsible for monitoring outcome:

Ronnie Williams (williamsr9@duvalschools.org)

Evidence-based Strategy:

To deliver standards-based instruction by unpacking standards, utilizing learning arcs, item specs, and ALDS.

Rationale for Evidence-based Strategy:

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned and grade appropriate instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards

Action Steps to Implement

Ms. Jefferson (Assistant Principal), Ms. Burroughs (Math Coach) and Mrs. Moses (Reading Coach) will Facilitate Professional Development for teachers during Pre-Planning on the Learning Arc.

Person Responsible

Ronnie Williams (williamsr9@duvalschools.org)

Administrators and Coaches will provide continuous support during weekly PLC time in planning standards based instruction utilizing the Learning Arc for each standard.

Person Responsible

Ronnie Williams (williamsr9@duvalschools.org)

Continue to conduct Standards -Based walkthroughs with administration and academic coaches weekly

Person Responsible

Ronnie Williams (williamsr9@duvalschools.org)

Analyze Standards Walkthrough Tool observational data generated through walkthroughs to determine next steps of support

Person Responsible

Ronnie Williams (williamsr9@duvalschools.org)

Provide instructional support via coaching cycle to identified teachers in the specific areas of need for standards based instruction.

Person Responsible

Lisa Moses (mosesl1@duvalschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	The focus of PLC is collaborative lesson planning through professional development on standard driven instruction utilizing learning arcs and how it impacts student learning. Through classroom observations there were 45% of core teachers were consistently aligning standards to what was being taught in the classroom.
Measurable Outcome:	100% of our core teachers will collaborate weekly in PLCs with coaches and administrators in planning for standards based lessons/instruction using the Learning Arc Framework.
Person responsible for monitoring outcome:	Ronnie Williams (williamsr9@duvalschools.org)
Evidence-based Strategy:	This will be reflected in instructional delivery and student mastery of the standards.
Rationale for Evidence-based Strategy:	Students will be provided with standard driven instruction to close the student achievement gaps and promoting standard mastery for adequate student progression on state assessments.

Action Steps to Implement

Facilitate Professional development during PLCs and Early Release days on Effective Lesson Planning utilizing Learning Arcs, ALDs and Item Specifications.

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

Coach and Administrator Walkthroughs to provide support in the implementation and delivery of the standards driven lesson plans developed.

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

Provide intense support to the teachers that are struggling with lesson planning and utilizing standards to drive instruction through coaching cycles.

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Decreasing the amount of referrals with a focus on Level 2 referrals. Level two referrals account for 51% of the referrals at Jean Ribault Middle School. Level 2 referral recipients are typically repeat offenders and normally have a consequence of In School Suspension or Out of School Suspension removing the students from their learning environment.

Measurable Outcome: The number of Level 2 referrals will decrease to 30% or below.

Person responsible for monitoring outcome: Ronnie Williams (williamsr9@duvalschools.org)

Evidence-based Strategy: Adequate restorative practices will be implemented with the objective to decrease referrals and eliminate repeat offenders. The PBIS Team will implement positive behavior incentives classroom wide as well as school wide on a bi-weekly and monthly basis.

Rationale for Evidence-based Strategy: The combination of Restorative justice practices and positive behavior incentives fosters a positive culture and climate within the school building when implemented by administration, teachers and students.

Action Steps to Implement

PBIS Team implementation facilitated by Assistant Principal Ms. Jefferson and the Deans.

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

Restorative Justice Professional Development for Faculty and Staff

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

Implementation of a Student Accountability Board

Person Responsible Ronnie Williams (williamsr9@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Jean Ribault Middle School encourages positive culture through many facets. Through implementation of the PBIS plan, monthly incentives are presented to the faculty and staff for their job of excellence. Students are rewarded with similar opportunities through bi-weekly and monthly celebratory incentives. In working with external entities, such as Achiever For Life, Communities and Schools and City Year, Jean Ribault Middle School commits to working within and alongside the community. Parent community nights, Data-and-Dine sessions, food drives, Thanksgiving basket donations, and coat drives are implemented to help foster a positive school culture and environment with our stakeholders in mind.

Parent Family and Engagement Plan (PFEP) Link

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