

Duval County Public Schools

# Jean Ribault High School



## 2021-22 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: 7/30/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (44%) 2016-17: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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 High School

3701 WINTON DR, Jacksonville, FL 32208

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	97%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

### School Board Approval

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### SIP Authority

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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>.

### 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.

## 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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.
Hamilton, Sabrina	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.
Houston, Jerrell	Other	The Math Coach (Mr. . Johnson) will develop, lead, and evaluate school core content standards/ programs, identify and analyze existing scientifically based curriculum/ behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assist with whole



Name	Position Title	Job Duties and Responsibilities
		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.
Nolen, Victoria	Reading Coach	The Instructional Coach (Ms. V. Nolan) 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 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.
Wilcox, Kenyannya	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.
McNair, Michael	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.

## Demographic Information

### Principal start date

Friday 7/30/2021, Gregory Bostic

**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.*

0

**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.*

7

**Total number of teacher positions allocated to the school**

79

**Total number of students enrolled at the school**

1,586

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

### Demographic Data

## Early Warning Systems

### 2021-22

**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	
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	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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**

Friday 7/30/2021

**2020-21 - 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	594	455	313	272	1634
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	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	
Level 1 on 2019 statewide ELA assessment	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	

**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	20	85	58	3	166
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	12	3	0	19

**2020-21 - 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	594	455	313	272	1634
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	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	
Level 1 on 2019 statewide ELA assessment	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	

**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	20	85	58	3	166
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	12	3	0	19

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	47%	56%	25%	47%	56%
ELA Learning Gains				42%	48%	51%	32%	49%	53%
ELA Lowest 25th Percentile				37%	42%	42%	30%	42%	44%
Math Achievement				46%	51%	51%	46%	51%	51%
Math Learning Gains				45%	52%	48%	43%	55%	48%
Math Lowest 25th Percentile				33%	47%	45%	33%	50%	45%
Science Achievement				46%	65%	68%	44%	61%	67%
Social Studies Achievement				38%	70%	73%	39%	67%	71%

### Grade Level Data Review - State Assessments

**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
09	2021					
	2019	24%	48%	-24%	55%	-31%
Cohort Comparison						
10	2021					
	2019	27%	48%	-21%	53%	-26%
Cohort Comparison		-24%				

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
2021					
2019	42%	67%	-25%	67%	-25%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	68%	-29%	70%	-31%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	57%	-25%	61%	-29%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	61%	-9%	57%	-5%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District progress monitoring assessments (PMA)  
Achieve 3000

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	131/36%	135/35%	103/29%
	Economically Disadvantaged	91/33%	90/31%	68/26%
	Students With Disabilities	4/10%	3/8%	1/3%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/28%	75/65%	58/50%
	Economically Disadvantaged	19/23%	46/61%	38/46%
	Students With Disabilities	0/0%	1/33%	1/20%
	English Language Learners	0/.%	0/.%	1/100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/52%	29/67%	32/74%
	Economically Disadvantaged	6/38%	15/60%	16/64%
	Students With Disabilities	0/.%	0/.%	0/.%
	English Language Learners	0/.%	0/.%	1/100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	0/.%	1/100%
	Economically Disadvantaged	0/.%	0/.%	1/100%
	Students With Disabilities	0/.%	0/.%	0/.%
	English Language Learners	0/.%	0/.%	1/100%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49/21%	65/28%	62/32%
	Economically Disadvantaged	39/21%	50/27%	45/30%
	Students With Disabilities	2/7%	3/10%	2/8%
	English Language Learners	0/0%	1/50%	1/33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/19%	93/45%	46/22%
	Economically Disadvantaged	31/20%	78/48%	32/19%
	Students With Disabilities	3/11%	11/38%	5/18%
	English Language Learners	1/25%	2/50%	2/100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/32%	42/39%	27/28%
	Economically Disadvantaged	22/34%	38/42%	23/29%
	Students With Disabilities	3/33%	5/36%	1/10%
	English Language Learners	2/67%	2/67%	1/100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/29%	17/39%	9/32%
	Economically Disadvantaged	8/24%	10/32%	4/21%
	Students With Disabilities	0/0%	1/17%	1/50%
	English Language Learners	0/0%	1/50%	0/.

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	1/33%	4/18%
	Economically Disadvantaged	0/0%	1/33%	2/18%
	Students With Disabilities	0/.	0/.	0/.
	English Language Learners	0/.	0/.	0/.
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/11%	36/29%	15/15%
	Economically Disadvantaged	8/11%	24/28%	8/11%
	Students With Disabilities	1/5%	3/10%	3/15%
	English Language Learners	0/0%	1/50%	1/25%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/23%	12/21%	4/8%
	Economically Disadvantaged	6/19%	9/20%	4/10%
	Students With Disabilities	2/15%	3/14%	1/5%
	English Language Learners	0/0%	1/50%	1/25%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	72/40%	98/51%	61/33%
	Economically Disadvantaged	43/36%	59/47%	27/22%
	Students With Disabilities	5/24%	6/27%	2/9%
	English Language Learners	0/0%	0/0%	1/25%



Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/22%	14/40%	1/8%
	Economically Disadvantaged	4/36%	7/35%	0/0%
	Students With Disabilities	1/14%	1/11%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	1/100%	0/0%
	Economically Disadvantaged	0/.%	1/100%	0/.%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	0/0%	1/33%
	Economically Disadvantaged	0/.%	0/.%	0/.%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	36	36	37	36	44	34	35		98	40
BLK	24	34	33	21	25	41	29	32		93	76
HSP	50	55		46							
WHT	26	33		31							
FRL	23	34	34	22	29	43	28	30		91	74

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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&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	416
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	
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	41
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Reading deficits and math deficits contribute to low performing proficiency, but gains show improvement in these areas.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

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. 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. 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.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors to these needs for improvement were: lack of teacher experience and/or knowledge, student mathematical skills deficits, student reading deficits, and lack of targeted, aligned core instruction. We need to implement greater professional development and more targeted student instruction.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

ELA learning gains went up 10 points, and this was our area of most improvement.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

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.

#### **What strategies will need to be implemented in order to accelerate learning?**

Implement differentiated instruction through technology platforms. Small group instruction with certified teachers, and PD to ensure aligned instruction.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will focus on aligned instruction and how to differentiate to address learning gaps.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Small group pull outs to address learning gaps will occur weekly for target students. Teachers will engage in PD through PLC biweekly to focus on aligned instruction.

### Part III: Planning for Improvement

#### Areas of Focus:

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

Our focus will be on professional development around standards based instruction in PLC and then implementing effective standards aligned planning protocols in common planning in order to mitigate the gaps identified below.

Based on Standards Walk-through data from 2020-2021, less than 50% of core content classrooms show standards aligned instruction, tasks, and/or assessments based on observational data conducted with the Standards walk through Tool. Additionally, based on data from the 5 essentials survey, just over half of teachers believe that instruction is ambitious showing a gap in rigor.

**Measurable Outcome:**

Based upon the instructional alignment rubric, the vast majority of core content teachers will create standards-based instruction and assessments and implement those aligned plans and assessments as measured by the standards walk through tool.

**Monitoring:**

Administrators will conduct weekly walks in the classroom to monitor. Administrator ratings will be compared to progress monitoring data via PMAs.

**Person responsible for monitoring outcome:**

Gregory Bostic (bosticg@duvalschools.org)

**Evidence-based Strategy:**

Using ALDs, learning Arcs, and other standards based planning tools, professional development around standards breakdown and alignment will occur in PLC, and then this will be used in high quality common planning in all core content areas to plan aligned lessons. Using the district created Standards Walkthrough tool, we can effectively measure classrooms that have aligned instruction, tasks, and assessments in core content areas.

**Rationale for Evidence-based Strategy:**

Best instructional practices indicate that students need to receive instruction that is aligned to standards and that is grade appropriate in order to address the achievement gap and student needs. Standards aligned instruction also ensures that students can be successful as measured by state assessments and the progression of standards is met and students are prepared for the next grade level. The importance of alignment and grade appropriate work is echoed in The Opportunity Myth.

**Action Steps to Implement**

Administrators and coaches will facilitate professional development with teachers through PLC on standards breakdown via the learning arc and planning protocols. use Title I funds to give stipends for PD (Planning and Effective Learning Strategies) to improve teacher performance and student achievement.

**Person Responsible**

Austin Hunter (huntera@duvalschools.org)

Administrators will conduct consistent observations in all core content area classes to evaluate instructional alignment of lessons.

**Person Responsible**

Gregory Bostic (bosticg@duvalschools.org)

Review observational data through the Standard Walk through Dashboard to identify areas of Focus for standards alignment.

**Person Responsible**

Gregory Bostic (bosticg@duvalschools.org)

Administrators, instructional coaches (math and Reading purchased through Title I), and lead teachers will facilitate common planning with teachers to produce standards aligned instructional plans. Use Title I to fund two fulltime instructional coaches (one reading and one math) to help facilitate.

**Person Responsible** Austin Hunter (huntera@duvalschools.org)

Administrators will differentiate support to planning groups as needed based on observational data.

**Person Responsible** Gregory Bostic (bosticg@duvalschools.org)

Using the gradual release process, administrators will release the planning process to coaches and then to teachers.

**Person Responsible** Gregory Bostic (bosticg@duvalschools.org)

Increase targeted academic support for students in identified areas of need through increasing standards aligned classrooms.

Use title I to fund a full time social studies position in order to support student success in US History by adding additional classes in the social studies progression.

Use title I to fund a full time reading teacher position in order to target student literacy deficits in class and support ELA achievement.

Use title I to fund a full time math teacher position in order to target student math deficits in class and support math achievement.

Use Title I to fund part time math tutors to address student deficits in math and increase achievement.

**Person Responsible** Gregory Bostic (bosticg@duvalschools.org)

Improve instruction and student achievement by ensuring all materials are standards aligned. Use Title I to fund curriculum associates (MAFS, LAFS workbooks). Also Use Title I to fund general supplies such as toner, laminating film, and earbuds to support standards aligned instruction. Use title I to fund laptops to integrate standards aligned technology such as MathXI and Commonlit in class to increase student achievement.

**Person Responsible** Gregory Bostic (bosticg@duvalschools.org)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports****Area of Focus  
Description  
and  
Rationale:**

Develop an effective and consistent system of positive behavior interventions and supports. Enact 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. Based on the 5 essentials survey, crafting a supportive environment was weak (overall score of 28 out of 100). Part of developing our school culture will fall to our Dean of Students. We will fund two full time Dean of Students Positions to lead the work of developing a consistent PBIS plan to ensure students are successful.

**Measurable Outcome:** On the 5 essentials survey, supportive environment will be rated at least 40. Call 1 referrals will decrease by 50%, and attendance will improve from 87% daily average to 95%.

**Monitoring:** Principal and leadership team will meet biweekly to monitor the referral data to ensure decrease in occurrences.

**Person responsible for monitoring outcome:**

Williams Griffin (griffinw1@duvalschools.org)

**Evidence-based Strategy:**

A consistent school wide positive behavior system that focus on attendance and specific behaviors will result in more time in class on task and therefore greater student achievement. We will fund two full time Dean of Students Positions to lead the work of developing a consistent PBIS plan to ensure students are successful.

**Rationale for Evidence-based Strategy:**

The school wide PBIS system will support student behavior, attendance, and impact retained levels. When looking at our attendance and behavior data, recidivism and absenteeism have a major impact on student achievement. Therefore, we need to target students to adjust behavior and attendance.

**Action Steps to Implement**

Expand the school PBIS team to meet biweekly and include more stakeholders. We will fund a Parent involvement liaison through Title I to support this work.

**Person Responsible** Williams Griffin (griffinw1@duvalschools.org)

PBIS team will adjust PBIS plan to better target attendance and identified behaviors.

**Person Responsible** Williams Griffin (griffinw1@duvalschools.org)

Train teachers on PBIS plan via common planning departments

**Person Responsible** Williams Griffin (griffinw1@duvalschools.org)

Review implementation of PBIS plan based on attendance, discipline, and observational data.

**Person Responsible** Williams Griffin (griffinw1@duvalschools.org)

**Additional Schoolwide Improvement Priorities**



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Overall, we reported 2.8 incidents per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students. However, our "violent incidents" specifically fighting was higher than average. In order to address this, we will monitor where the incidents take place and place appropriate personnel there. In addition, part of our PBIS plan will include de-escalation group learning for students. Our suspension rate was also "very high." we Will be implementing restorative justice practice to reduce recidivism rates and monitor suspension notes closes.**

**We will monitor this implementation through Focus and SAS referrals.**

#### **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.**

Through surveys of parents, students and staff, we have created a multi-tiered plan to address building a positive school culture. We will be expanding our PBIS program, focusing on our school expectations (Timely, Respectful, Organized, judicious, astute, noble, and successful), and bringing back programs for stakeholders that are in person (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.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Our Deans of Students (Griffin and Brown-Peoples) will lead this work. Other stakeholders include teachers from various departments, students, parents, and community members. The Deans will ensure all group are represented on the PBIS committee. The committee will be in charge of expanding our PBIS programs, monitoring their effectiveness, and suggesting changes to the leadership team.

#### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00