Jean Ribault Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Jean Ribault Middle School

3610 RIBAULT SCENIC DR, Jacksonville, FL 32208

http://www.duvalschools.org/rms

Demographics

Principal: Ronnie Williams

Start Date for this Principal: 7/20/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (42%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Ronnie	Principal	
Brown, Latoya	Assistant Principal	
Clayton , Trevor	Assistant Principal	
Hall, Mishel'le	Dean	
Burroughs, Lakeisha	Instructional Coach	

Demographic Information

Principal start date
Friday 7/20/2018, Ronnie Williams

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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
42

Total number of students enrolled at the school
712

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	221	260	231	0	0	0	0	712
Attendance below 90 percent	0	0	0	0	0	0	108	124	115	0	0	0	0	347
One or more suspensions	0	0	0	0	0	0	51	45	39	0	0	0	0	135
Course failure in ELA	0	0	0	0	0	0	5	3	1	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	83	127	116	0	0	0	0	326
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	87	120	89	0	0	0	0	296
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	68	42	0	0	0	0	168

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	169	169	154	0	0	0	0	492

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Wednesday 7/20/2022

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	267	241	252	0	0	0	0	760
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	

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	267	241	252	0	0	0	0	760
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	43%	50%				26%	43%	54%
ELA Learning Gains	41%						37%	49%	54%
ELA Lowest 25th Percentile	45%						32%	45%	47%
Math Achievement	32%	35%	36%				39%	49%	58%
Math Learning Gains	47%						45%	50%	57%
Math Lowest 25th Percentile	54%						42%	47%	51%
Science Achievement	21%	48%	53%				15%	44%	51%
Social Studies Achievement	46%	53%	58%				66%	68%	72%

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
06	2022					
	2019	24%	47%	-23%	54%	-30%
Cohort Comparison						
07	2022					
	2019	20%	44%	-24%	52%	-32%
Cohort Comparison		-24%				
08	2022					
	2019	23%	49%	-26%	56%	-33%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	51%	-15%	55%	-19%
Cohort Comparison						
07	2022					
	2019	28%	47%	-19%	54%	-26%
Cohort Comparison		-36%				
08	2022					
	2019	30%	32%	-2%	46%	-16%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	13%	40%	-27%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	69%	-8%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	57%	6%	61%	2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	61%	28%	57%	32%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	38	37	31	45	44	31	20			
BLK	25	42	45	31	46	54	21	46	95		
HSP	11	29		28	40						
MUL	33	27		50	60						
WHT	34	50		39	56			58			
FRL	23	39	44	30	45	54	20	46	94		
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	32	36	31	37	38	38	39	53			
BLK	24	32	39	28	26	25	23	57	48		
WHT	32	25		43	33						
FRL	21	28	37	25	24	24	23	54	38		
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						
WHT	52	59		52	43						
FRL	25	36	31	37	44	40	11	65	79		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	45
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	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

Multiracial Students	
Federal Index - Multiracial Students	43
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	47
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students' data across all grade levels show a trend to indicate students need instructional support to improve their reading skills. Compared to district and region data, fifty-three percent of our students are ready far-below grade level. Current data also indicates only twenty-percent of our students are reading at or above grade-level. This trend indicating a weakness in the reading proficiency of our students is particularly among the subgroup of African American students. A weakness in reading also has an adverse affect on the ability of our students to achieve their best in the core content areas of Civics and Science. The data from the most recent EOCs confirms this. Also data from writing assessments showed a trend of students' need to improve their writing skills, and master the components of how to write a proficient essay.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

During the school year students participate in 3 progress monitoring assessments administered by the district. The data from these progress monitoring assessments has shown our students, across the grade levels, were not making significant progress for them to become proficient on the upcoming statewide assessment. The data from the PMAs provided school leaders with information to show

students were struggling with common learning standards in all three grade-levels: citing several pieces of textual evidence to support an analysis, determine the theme or central idea of a text, determine two or more central ideas in text, and determining an author's point of view. Another contributing factor to our students' lack of progress toward doing well on the Reading FSA was the need for our students to improve their writing skills. The school participated in the Write Score assessment upon in February of 2022. The data from the progress monitoring assessment showed our students' average writing score was calculated at 4.7 out of a possible 10 points of the writing component of the FSA Reading assessment.

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

Students have spent two years in an online and hybrid online, virtual environment due to the Covid-19 virus. Most of our students' ability to receive quality instruction from these platforms are hindered due to factors outside the control of the school. Students' ability to access the internet, transient status, and absenteeism have been huge contributing factors to their need for improvement in ELA/Reading. To address the need for improvement, students were double-blocked in ELA classes where the teacher alternated days between delivering ELA standards and focusing on reading skills and strategies. We also used the 4 Step model to identify our lowest readers to provided them tier 3 support via teacher pull-outs. Also, the school's guidance department in conjunction with our truancy officers closely monitored students' attendance to prevent students from missing instruction as a result of chronic absenteeism.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data from interval, progress monitoring and the yearly FSA assessment showed steady improvements in the learning gains our bottom quartile Math students were making. The most improvement has been with our 7th grade LPQ Math students from PMA1 to PMA3, our 7th grade students showed sixteen-percent growth. On the 2022 FSA, Math learning gains were assessed at 47 percent, and LPQ math gains were assessed at 54 percent.

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

During the scheduling phase of the school year the students' data was used to identify students who were a level 1 or level 2 in math. We ensured that those students were scheduled in an additional math course that would support the learning grade-level math standards, but also important math operational concepts that students did not display ownership of... During our Math PLCs, teachers used students' data to track the learning. The core content teachers were able to use students' learning needs to provide the intensive math teachers information to focus on specific standards and skills. Our new action was to add the 4 Step plan. We used this plan to identify and support LPQ math students during the school day with tier 2 and tier 3 support. Teachers volunteered a portion of their planning time to work with the LPQ students in their classes. The Math coach provided each teacher an instructional focus calendar based on students' data. The teachers utilized this calendar to revisit and reteach the standards during their meeting time with the students.

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

To accelerate learning this year, the school will implement a new " 5 X 5" scheduling matrix. Students will be scheduled to see their core course teachers each day for 71 minutes. Our previous scheduling matrix only allowed our students the opportunity to receive instruction from core class teachers every other day. The objective of this change in scheduling is to provide teachers with more time to model the learning concept, give students more time and opportunities to practice and demonstrate ownership of the learning standard(s), and provide the teacher with adequate time to assess the learning of the

standard(s).

The school will also assemble a literacy team made of teachers from all content areas. This team will focus on making literacy a priority and part of the daily lesson plan in all content areas. The school is making plans to implement a :Lexile level goal/contest to help students own their learning and data, and to provide healthy, academic competition for students to make achieving their learning goals fun.

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.

To insure we support strategies to accelerate learning the district will provide teachers with Professional Development in implementing the curriculum that will support the B.E.S.T. standards that has been adopted by the state of Florida. Their is a new curriculum to support the B.E.S.T. standards in Math, ELA, and Reading. Also. the school will solicit the help of our district specialist to support instruction for our new teachers in the Civics and Science content areas. We have requested that these specialist make weekly visits to the school to model instruction for Civics and Science teachers, and to provide instructional support for all teachers during PLCs.

During the school year as professional development becomes available teachers' content area they will be strongly encourage to attend those district sessions. Teachers new to the school and new to the profession are also encourage to attend classroom management sessions offered through district specialist. New and developing teachers will be paired with a teacher mentor who will help them develop their craft and be a point of support for novice teachers.

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

Additional services that will be implemented next year will be geared around supporting student learning. First, we added the "Gear Up" wrap around service to the school's campus. This will provide students access and activities that provide students with exposure to college and careers, and activities that engage families and communities. With the addition of "Gear Up," the school will receive and additional math teacher that will support the learning goals of our LPQ students.

The school has added a transition class, mandatory for all 6th grade students to middle school in the master schedule. This transition class will help 6th grade students develop the academic and social skills needed to become a successful middle school student. We will also continue to utilize the two district provided truancy officers to ensure students' attendance is monitored before they become an early warning indicator risk. We will continue to host our scheduled data and dine evenings throughout the school year to keep parents engaged and informed with students' learning.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school's goal this year was to obtain forty-percent achievement in Science for the 2022 FSA. During the progress monitoring assessments throughout the year, the 8th grade students were not showing adequate growth. The students only achieved 21% percent on the 2022 FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	55% percent of our 8th grade students will show proficiency on the 2023 final progress monitoring assessment, and will show positive progress on the first two progress monitoring assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School administrators will make frequent classroom visits, weekly, to monitor the quality of instruction in the 8th grade Science classes, and provide feedback to teachers about the level of instruction being delivered. School administrators with the assistance of district specialist will use data from progress monitoring assessments to make adjustments to instruction and target students for tier 2 support.
Person responsible for monitoring outcome:	Ronnie Williams (williamsr9@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To deliver standards-based instruction by unpacking B.E.S.T. standards, utilizing lesson planning protocols, item specs, and ALDS.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Dr. Brown (Assistant Principal) and Mrs. Washington (Reading Coach) and will Facilitate Professional Development for teachers during Pre-Planning on the B.E.S.T. learning standards.
Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies.

Person Responsible   Ronnie Williams (williamsr9@duvalschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The focus of PLC is collaborative lesson planning through professional development on standard driven instruction utilizing lesson planning, delivery, and assessment protocols, and how it impacts student learning. Through classroom observations there were 55% of core teachers were consistently aligning standards to what was being taught in the classroom.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	
Person responsible for monitoring outcome:	Ronnie Williams (williamsr9@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	This will be reflected in instructional delivery and students' mastery of the standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Facilitate Professional development during PLCs and Early Release days on effective lesson planning utilizing Learning Arcs, ALDs and Item Specifications.
Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

Person Responsible	Ronnie Williams (williamsr9@duvalschools.org)

Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies.

Person Responsible	Ronnie Williams (williamsr9@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Decreasing the amount of referrals with a focus on Level 2 referrals. Level two referrals account for 55% 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The number of Level 2 referrals will decrease to 35% or below.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will be done at monthly PBIS meetings with data on student discipline obtained through FOCUS.
Person responsible for monitoring outcome:	Ronnie Williams (williamsr9@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS Team implementation facilitated by Assistant Principal Mr. Clayton and the Deans.

Person Responsible   Trevor Clayton (claytont1@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

This is not a K-5 school.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

This is not a K-5 school.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

This is not a K-5 school.

Grades 3-5: Measureable Outcome(s)

This is not a K-5 school.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This is not a K-5 school.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

This is not a K-5 school.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

This is not a K-5 school.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

This is not a K-5 school.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive school culture and 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.