

Jean Ribault High School



2014-15 School Improvement Plan

Jean Ribault High School

3701 WINTON DR, Jacksonville, FL 32208

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	40

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Jean Ribault Senior High School is to promote academic excellence by providing our students with a total quality learning experience while enhancing knowledge and character.

Provide the school's vision statement

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

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is by developing a genuine relationship with each student showing compassion while demanding excellence in the classroom. Here at Jean Ribault High School we capitalize on opportunities to build a rapport with each student by showing genuine interest and creating a family atmosphere among all Trojans.

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

The school creates an environment where students feel safe and respected before school by mandating all students report to one centralized location in the auditorium before school begins. During the school day, student expectations are made clear and are reaffirmed by all adults on campus. For example, all administrators, deans, and security personnel have duty posts around campus during each class change, before and after school, and during lunch. After school students are supervised by sports or activities chairpersons and are expected to remain with these adults while on campus.

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

The school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time are established protocols for disciplinary incidents, clear behavioral expectations such as ID cards worn by all students while on campus, and training for school personnel to ensure the system is fairly and consistently enforced. CHAMPS is our School-wide behavior plan by which teachers establish consistent classroom management protocols to promote a safe learning environment. The deans use peace treaties and behavior contracts in response to disciplinary issues. Teachers develop and implement individual classroom management plans. Security and administration has and maintains a duty post before school, after school, at the change of every class, and lunches. Every teacher stands at their door during class change and monitors their immediate area.

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

At Ribault High School we ensure the social-emotional needs of all students are being met by providing counseling, mentoring and other pupil services within our guidance department. Housed on our campus are numerous agencies that speak the the development of the whole child. Services include POPS, Gear Up, Community in Schools, Bridge to Success, full service accommodations, and Counselors Corner conducted each day during lunch. Counselor’s Corner is held every day in the cafeteria for each lunch. City Year monitors 9th grade attendance and behavior for the lowest 30% of students. Administration has adopted 40 students that they track through monitoring their grades, attendance, and behavior.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The early warning indicators that we use are :

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	52	61	38	74	225
One or more suspensions	87	51	89	123	350
Course failure in ELA or Math	32	48	22	2	104
Level 1 on statewide assessment	124	127	99	36	386

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	36	35	62	29	162

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

The intervention strategies employed by the school to improve the academic performance of students identified by early warning systems are, AIT meetings which are facilitated to track students who are chronically absent. City year creates focus lists for 9th grade students in need of intervention, and teachers follow up with phone calls home when students are absent daily. Communities In Schools is a resource for identifying and providing support to our excessively absent students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197558>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Jean Ribault Senior High will continue to collaborate with community partners such as: St. Paul Missionary Baptist Church, Open Arms Christian Fellowship, The Friends of Northwest Jax, and Ribault's Full Service Resource Center to encourage and support parents in fully participating in the education of their children. Jean Ribault Senior High will provide community partners with an annual report of student achievement data to keep partners informed of student progress.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Green, Megan	Assistant Principal
Gresham IV, Robert	Assistant Principal
Thomas-Ward, Kendra	Assistant Principal
Jackson, Christopher	Principal
Hollack, Dianne	Instructional Coach
Stallings, Brandie	Instructional Coach
SAC, Ribault	SAC Member

Duties

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

The school leadership team is comprised of the Principal, Assistant Principals, and Academic Coaches. The chief goal of the leadership team is to ensure academic excellence every day, in every class, for every student. Leadership team members are responsible for implementing school-wide initiatives for instruction, and they also model cultural norms. As instructional leaders, team members meet once per week. At these meetings, they analyze formative and summative student learning

data, identify trends and discuss strategies for re-teaching and intervention. They make key decisions about the school's curriculum, strategic direction, and staffing.

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

The Leadership Team will monitor the implementation of programs and initiatives as it relates to instruction. Professional development will be planned to address any deficiencies in teacher and student needs.

Supplemental Academic Instruction funds will be used to provide academic services outside the normal instructional day.

A modification of the implementation of Breakfast In the Classroom offers all students a free breakfast meal in the morning before school starts.

Community In Schools Coordinator offers services to our students that provide opportunities for positive experiences in the community and exposure to community service efforts.

Violence Prevention- Jean Ribault High in conjunction with DCPS school police will identify ten to twenty students per quarter as those who are at risk for violent behavior. The program will provide mentoring sessions with the school resource officer.

The Ribault Family Resource Center for assistance with housing programs and nutrition programs.

CTE- The Academy of Business and Finance provides opportunities to students in Finance and Business Technology, Financial Operations/AP Micro, Financial Accounting, Financial Internship. and Personal Financial Planning.

Job Training- The Academy of Business and Finance provides summer internships to students. The POPS Program provides summer employment for students. Some students participate with the 21st Century Program

Homeless Education- Jean Ribault High School in conjunction with DCPS Homeless Education Program will work to identify and provide services to students in need.

Title I -District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students; instructional software will enhance literacy and math skills of struggling students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Felicia Gaines	Business/Community
Siottis Jackson	Business/Community
Christopher Jackson	Principal
Marques Wilkes	Teacher
Charlene Diamond	Parent
Vivian Gray	Parent

Duties

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

Evaluation of last year's school improvement plan

Ribault High School involves parents in the decision making process of the school improvement plan (SIP) through the school advisory council (SAC). Participants take an active role in planning, and reviewing the plan. During a SAC meeting, parents will review last year's SIP to make recommendations for the 2014-2015 SIP.

Development of this school improvement plan

SAC makes recommendations in areas of support for school improvement and budget. The SAC gives monetary support in the area of instructional support and student safety. Meeting dates and times are posted on the school website, marquee, and by way of Parent Link to invite all parents to participate.

Preparation of the school's annual budget and plan

During the review of the prior year's SIP, and in preparation for the current year's SIP, the SAC will review and discuss how SIP funds were utilized in the previous year and make recommendations for the budget and plan for the current year.

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

School Improvement funds will be used to support the following;
 Repair of communication Radios.(Safety)
 Repair of School's Golf Cart. (Safety)
 Instructional Supplies(copy paper, etc....)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jackson, Christopher	Principal
Green, Megan	Assistant Principal
Hollack, Dianne	Instructional Coach
SAC, Ribault	SAC Member
Stallings, Brandie	Instructional Coach
Thomas-Ward, Kendra	Assistant Principal
Gresham IV, Robert	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The following initiatives of the LLT will be a continuation of activities from the 2013-2014 school year:
 Poetry Club
 Book Club

New for the 2014-2015 school year:
Literacy workshops hosted by City Year during lunch and after school
World language department will work to include cross curricular vocabulary excercises

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Professional Development in areas of observed need and district incentives are provided during Early Release days and incorporated as an integral part of common planning and coaching cycles.

Teachers are provided opportunities to participate in PD across content areas and content-specific.

The Master Schedule was designed to enable collaborative planning to occur for departments and subject area teams.

Teachers participate in weekly common planning to develop professionally, plan collaboratively, and produce instructional activities that promote student engagement and discourse.

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

1. Interview and screen qualified candidates (Administration)
2. Support teachers with proper materials, coaches, and administration. (Administration, Academic Coaches, District Content Area Specialist)
3. Retain highly qualified teachers by providing appropriate professional development, planning time, professional learning communities and smaller learning communities. (Administration, Academic Coaches, District Content Area Specialist)

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

Novice teachers are required to participate in the MINT program for novice teachers. Mentors are assigned to all novice teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Mentors are recruited through recommendations from the instructional leadership team. Other considerations include level of work and involvement with previous mentees. Mentors are assigned based on common subject area taught (if possible). Mentors meet with novice teachers to plan scheduled mentor observations, discuss instructional strategies, and to provide needed support to be successful during the school year. The school's PDF conducts monthly meetings with teachers in the MINT program to make sure that all required documentation is up to date and to provide instructional support. For example, MINT support activities include mentor observation cycles, new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The instructional leadership team creates academic snapshots which monitor the alignment of instruction and student performance tasks. This snapshot is based on PLC products. Teachers are expected to plan their lesson while implementing the district curriculum guides. The curriculum guides serve as a tool to align materials, programs, and student tasks to the standards.

Instructional Strategies

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

School data is used to provide and differentiate instruction as it relates to content. Students are sorted and grouped based on current data, provided lessons and guided practice to help them reach mastery. Data impacts all levels of student interventions. Instruction is modified as teachers analyze data to determine small group lessons for remediation and enrichment. Data also impacts scheduling as the gender based English I and Algebra I classes reflect EOC and FCAT scores. Performance Matters serves as the central source for student data. The school also utilizes Excel and Google Docs to manage information.

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

Strategy: After School Program

Minutes added to school year:

Jean Ribault High School utilizes learning opportunities for students after school in order to promote continued academic success. Student learning opportunities are ACT/SAT Prep sessions, core academic teacher tutoring sessions, Academic Clubs, and after school study session for our student athletes.

Strategy Rationale

Jean Ribault High School supports a pro-active approach to academic success by providing after school learning opportunities and safety nets for our students to encourage more focused study sessions for individual students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

For each learning opportunity provided student attendance is tracked and academic performance is correlated on how students perform on designated assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The incoming cohort is supported by an ensemble of workers vested in helping students transition to high school. City Year corps members are assigned to every 9th grade ELA, reading, biology and math class. Corps members also focus on the low performing 35% of the freshman class by monitoring their academic progression, attendance, behavior, and extra-curricular involvement. Another layer of support for the incoming cohort is the alternative education course for transitioning to high school, and workshops with the freshman guidance counselor. This cohort is presented with a variety of options for maximizing their learning such as recruitment for dual enrollment, early college, and industry certification.

The outgoing cohort is coached throughout the year with a blueprint for graduation and college readiness. The graduation coach/early college counselor supports all seniors with avenues of achievement including, but not limited to ACT, PERT, and SAT preparation sessions held during school and after. Seniors are encouraged to work with the 12th grade guidance counselor to monitor GPA and graduation requirements. Gear Up is continuing their support by helping students exceed the graduation requirements with a series of workshops, events, and tutoring for college readiness.

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

Guidance counselors and our graduation coach assist students in properly planning courses that meet their graduation requirements. Our school offers ACT/SAT Prep classes and tutoring for students to prepare for graduation and post-secondary opportunities. Dual enrollment and AP courses are offered to students that will prepare them for college entry. Colleges/Universities and post-secondary representatives meet with our students as well to provide information for entry into their institutions.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Jean Ribault Senior High School offers a financial internship for career and technical education. Students are eligible to this internship upon completing the courses in business, micro or macro economics, finance and business technology. The internship provides on the job training at the Vystar branch, which is on campus. After a full year internship students will be enrolled in the Personal Financial Planning.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The College Readiness Team, whose primary focus is post-secondary exposure and options, will continue to work closely with students and parents. This team consists of representatives from Guidance, Administration, Academy of Early College, Academy of Leadership & Military Sciences, The Jacksonville Commitment, Gear Up Program, Smaller Learning Communities, and the Principal. College tours will be taken throughout the year to Florida, Georgia, and South Carolina colleges and universities. Ribault's Alumni also organizes a College & Career Fair for students. With funding received from the Neighborhood Partnership Grant, a Parent Involvement component will also be added to help with post secondary readiness. ACT/SAT prep classes are offered during the instructional day and after school tutoring is offered by certified teachers for test prep through GEAR UP as well.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School counselors/graduation coach meet with students frequently to share information on postsecondary readiness, test prep information, test dates, and Bright Futures eligibility. Information on post-secondary readiness is provided to families via parent nights, parent link and mail-outs. College and military recruiters visit school regularly. Field trips to colleges are scheduled throughout the year. SAT/ACT waivers are provided to eligible students. PERT is offered several times a year. A variety of test preparation sessions are offered during lunch, after school and select Saturdays. Students also have the opportunity, if eligible, to be placed in dual enrollment or Advanced Placement courses. Upon satisfactory completion of the course and assessments students will earn college credit in the following courses: SLS1103: Strategies for student success, AMH2010 American History, AMH2020 American History, and AMH3541/3547 Military History (offered through Embry Riddle).

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 80% of teachers will have individualized goals and progress monitoring plans to ensure that all students' needs are met.
- G2.** 80% of our core teachers will be able to plan and execute lessons that are aligned with the grade level standards and provide students with performance tasks that will allow students to demonstrate mastery of the standard.
- G3.** To continue to increase parental involvement participation in school parent meetings and scheduled parent/community events.
- G4.** All teachers will implement the gradual release model of instructional delivery as it aligns with the CCSS Standards to meet our AMO, EOC, and CTE proficiency targets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 80% of teachers will have individualized goals and progress monitoring plans to ensure that all students' needs are met. 1a

G046319

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- Performance Matters
- OnCourse Gradebook
- Data Chats
- Differentiated Instruction

Targeted Barriers to Achieving the Goal 3

- Teacher readiness level to discuss student data through data chats.

Plan to Monitor Progress Toward G1. 8

Anecdotal data will be collected during observations. As well as student quantitative and qualitative data will be collected during small group instruction.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data collected during classroom walk through, and student reflections.

G2. 80% of our core teachers will be able to plan and execute lessons that are aligned with the grade level standards and provide students with performance tasks that will allow students to demonstrate mastery of the standard. 1a

G045929

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- Common Planning
- Coaching Cycle
- Data tracking

Targeted Barriers to Achieving the Goal 3

- Collaboration among all teachers in each grade level department

Plan to Monitor Progress Toward G2. 8

Student work products will be aligned to the benchmark and grade-level appropriate.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student work will be evaluated using the Student Work Protocols during Professional Learning Communities.

G3. To continue to increase parental involvement participation in school parent meetings and scheduled parent/community events. 1a

G037848

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Title I funds
- Parental Involvement
- On campus Vystar Credit Union branch
- Full Service Office
- SAC and PTSA
- CIS office
- Duval Connect

Targeted Barriers to Achieving the Goal 3

- Deciding on relevant topics that parents/community would be interested in

Plan to Monitor Progress Toward G3. 8

Determine how scheduled parent/community workshops and activities helped increase parental participation and involvement in the school's community. Continue to plan and prepare activities to keep parents/community involved in scheduled events that pertain to all school's stakeholders.

Person Responsible

Schedule

Evidence of Completion

Workshop or activity agenda sign in forms and surveys

G4. All teachers will implement the gradual release model of instructional delivery as it aligns with the CCSS Standards to meet our AMO, EOC, and CTE proficiency targets. 1a

G037849

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	60.0

Resources Available to Support the Goal 2

- School based Instructional Coaches will be used to model instructional delivery.
- Common planning will be focused on the lesson plan development of specific subject areas.
- Early release Wednesdays will be used for professional development and additional planning to support instructional delivery and student achievement.
- Lead teachers will mentor novice teachers.
- District Specialists will provide support and professional development to the school-based instructional coaches.
- School based common assessments will be used to measure student achievement.
- Common assessments will be used to develop differentiated groups for planning.

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the gradual release model
- Teacher analyzing relevant data for effective instructional delivery

Plan to Monitor Progress Toward G4. 8

Teacher feedback on the positive impact the effective use of lesson study and effective use of gradual release model had to increase student engagement during lesson delivery. Subject area and teacher data reflection discussions from identified student assessments (exit tickets, CGAs, unit tests) during professional development and common planning meetings to track progress towards AMO, EOC, and CTE proficiency targets.

Person Responsible

Schedule

Evidence of Completion

Tracking and charting relevant student data (exit tickets, CGAs, unit tests) that will assist us in monitoring student growth towards proficiency.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 80% of teachers will have individualized goals and progress monitoring plans to ensure that all students' needs are met. **1**

 G046319

G1.B2 Teacher readiness level to discuss student data through data chats. **2**

 B114759

G1.B2.S1 Provide professional development for all teachers in accessing student data. **4**

 S126269

Strategy Rationale

To ensure teachers feel comfortable reviewing and creating meaning from the data.

Action Step 1 **5**

Teachers will be able to access current student data.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Teachers will use the data to drive student grouping.

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

Administration will evaluate all Professional Development to ensure its implementation.

Person Responsible

Christopher Jackson

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development notes, agendas, and calendar invites.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will provide feedback following the training. Teachers will also include next steps in their content lesson plans.

Person Responsible

Megan Green

Schedule

Evidence of Completion

Lesson Plans, PLC Products

G1.B2.S2 Students will be provided opportunities for remediation/enrichment through structured frameworks based on data. 4

 S127920

Strategy Rationale

To meet the needs of each student individually.

Action Step 1 5

Teachers will use structured frameworks to provide remediation or enrichment for each child.

Person Responsible

Megan Green

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student products will reflect alignment to the benchmark and the objective.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will participate in Professional Learning Communities to ensure differentiated instruction is being planned and implemented.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans will reflect differentiated instruction in each content area.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Weekly walk-through and informal observations will be conducted by administration to ensure Differentiated Instruction is occurring in all core classrooms.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The CAST rubric will be used as the evaluation tool. Administration will provide teachers with next steps.

G2. 80% of our core teachers will be able to plan and execute lessons that are aligned with the grade level standards and provide students with performance tasks that will allow students to demonstrate mastery of the standard. 1

 G045929

G2.B3 Collaboration among all teachers in each grade level department 2

 B113588

G2.B3.S1 All teachers collaborate with grade level counterparts more often than during common planning. 4

 S125049

Strategy Rationale

To ensure teachers do not work in isolation. To promote academic discourse among colleagues centered around student work and data.

Action Step 1 5

Regularly scheduled Professional Learning Communities

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will plan with grade-level content area teachers each week.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration and Instructional Coaches will monitor the participation and input of the PLC.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teacher lesson plans are monitored each week to ensure the work of the PLC is implemented.

Person Responsible

Christopher Jackson

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans will demonstrate the common planning outcomes.

G3. To continue to increase parental involvement participation in school parent meetings and scheduled parent/community events. 1

G037848

G3.B1 Deciding on relevant topics that parents/community would be interested in 2

B091038

G3.B1.S1 To provide relevant workshops and meetings for parents and community members 4

S101891

Strategy Rationale

Action Step 1 5

Brainstorm relevant topics that will peak parent/community interest

Person Responsible

Schedule

Evidence of Completion

List of topics that could be presented to parents/community to provide information

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Identified resources to have presented to parents/community

Person Responsible

Schedule

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Parent Sign in sheets

Person Responsible

Schedule

Evidence of Completion

Parent surveys of workshop or activity

G4. All teachers will implement the gradual release model of instructional delivery as it aligns with the CCSS Standards to meet our AMO, EOC, and CTE proficiency targets. 1

 G037849

G4.B5 Inconsistent use of the gradual release model 2

 B091047

G4.B5.S1 Team-teaching within subject areas to allow for collaborative planning and instruction. (Or, colleague observations to provide teachers the opportunity to watch master teachers deliver instruction using the gradual release model.) 4

 S101897

Strategy Rationale

Action Step 1 5

Decide when to schedule team-teaching or observation times as well as times for debriefing

Person Responsible

Schedule

Evidence of Completion

Established calendar for team-teaching or observation

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Create a calendar for the teams to provide time for collaborating and preparation

Person Responsible

Schedule

Evidence of Completion

Professional development and common planning meeting agendas

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Monitor effective delivery of the gradual release model

Person Responsible

Schedule

Evidence of Completion

Classroom observation walk through, team debriefings after lessons

G4.B5.S2 Subject area teams will conduct lesson studies to provide practice and feedback on the use of the gradual release during instructional delivery. 4

 S101898

Strategy Rationale

Action Step 1 5

Pre-plan the lesson, facilitate the lesson study, or arrange for team observation of lesson, debrief, and redesign lesson if necessary (follow the lesson study template)

Person Responsible

Schedule

Evidence of Completion

Lesson study feedback for specific content areas

Plan to Monitor Fidelity of Implementation of G4.B5.S2 6

Lesson instructional delivery

Person Responsible

Schedule

Evidence of Completion

professional development; common planning meetings agendas

Plan to Monitor Effectiveness of Implementation of G4.B5.S2 7

Debrief of lesson study and observation

Person Responsible

Schedule

Evidence of Completion

Lesson study feedback summary provided for teachers with commendations and recommended next steps

G4.B8 Teacher analyzing relevant data for effective instructional delivery **2**

 B091050

G4.B8.S1 Provide teachers professional development for analyzing and disaggregation student subject area assessment data using the Admin/Teacher Data Reflection to incorporate in lesson planning. **4**

 S101899

Strategy Rationale

Action Step 1 **5**

PD will be provided during Early Dismissal Days and Common Planning meetings to review data reflection form

Person Responsible

Schedule

Evidence of Completion

Creation or modification of and administration/teacher data reflection form

Plan to Monitor Fidelity of Implementation of G4.B8.S1 **6**

Completion of Admin/Teacher Data Reflection form

Person Responsible

Schedule

Evidence of Completion

Teachers will complete Admin/Teacher Data Reflection form after designated assessments to be discussed during Professional Development and common planning meetings

Plan to Monitor Effectiveness of Implementation of G4.B8.S1 7

Instructional Leadership Team will collect and chart student data and provide support and professional development needs

Person Responsible

Schedule

Evidence of Completion

Student data discussed during Instructional Leadership Team meetings and assessment data charted

G4.B8.S2 Teachers to incorporate assessment data to create focus calendars and lesson plans that outline upcoming standards. 4

 S101900

Strategy Rationale

Action Step 1 5

Create monthly focus calendars to supplement subject area curriculum guide

Person Responsible

Schedule

Evidence of Completion

Monthly focus calendar by tested subject areas

Plan to Monitor Fidelity of Implementation of G4.B8.S2 6

Collection of Focus Calendars

Person Responsible

Schedule

Evidence of Completion

Common planning meetings to discuss upcoming focus calendars

Plan to Monitor Effectiveness of Implementation of G4.B8.S2 7

Collection of Focus Calendars

Person Responsible

Schedule

Evidence of Completion

Updates and next steps on Focus Calendars by departments during Instructional Leadership Team meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Brainstorm relevant topics that will peak parent/community interest		List of topics that could be presented to parents/ community to provide information	once	
G4.B5.S1.A1	Decide when to schedule team-teaching or observation times as well as times for debriefing		Established calendar for team-teaching or observation	once	
G4.B5.S2.A1	Pre-plan the lesson, facilitate the lesson study, or arrange for team observation of lesson, debrief, and redesign lesson if necessary (follow the lesson study template)		Lesson study feedback for specific content areas	once	
G4.B8.S1.A1	PD will be provided during Early Dismissal Days and Common Planning meetings to review data reflection form		Creation or modification of and administration/ teacher data reflection form	once	
G4.B8.S2.A1	Create monthly focus calendars to supplement subject area curriculum guide		Monthly focus calendar by tested subject areas	once	
G1.B2.S2.A1	Teachers will use structured frameworks to provide remediation or enrichment for each child.	Green, Megan	9/22/2014	Student products will reflect alignment to the benchmark and the objective.	6/5/2015 weekly
G1.B2.S1.A1	Teachers will be able to access current student data.	Jackson, Christopher	9/1/2014	Teachers will use the data to drive student grouping.	6/5/2015 weekly
G2.B3.S1.A1	Regularly scheduled Professional Learning Communities	Jackson, Christopher	8/18/2014	Teachers will plan with grade-level content area teachers each week.	6/5/2015 weekly
G1.MA1	Anecdotal data will be collected during observations. As well as student quantitative and qualitative data will be	Jackson, Christopher	9/22/2014	Data collected during classroom walk through, and student reflections.	6/5/2015 weekly

Duval - 0961 - Jean Ribault High School - 2014-15 SIP
Jean Ribault High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collected during small group instruction.				
G1.B2.S1.MA1	Teachers will provide feedback following the training. Teachers will also include next steps in their content lesson plans.	Green, Megan	8/18/2014	Lesson Plans, PLC Products	weekly
G1.B2.S1.MA1	Administration will evaluate all Professional Development to ensure its implementation.	Jackson, Christopher	8/18/2014	Professional Development notes, agendas, and calendar invites.	6/5/2015 biweekly
G1.B2.S2.MA1	Weekly walk-through and informal observations will be conducted by administration to ensure Differentiated Instruction is occurring in all core classrooms.	Jackson, Christopher	8/18/2014	The CAST rubric will be used as the evaluation tool. Administration will provide teachers with next steps.	6/5/2015 weekly
G1.B2.S2.MA1	Administrators will participate in Professional Learning Communities to ensure differentiated instruction is being planned and implemented.	Jackson, Christopher	8/18/2014	Lesson plans will reflect differentiated instruction in each content area.	6/5/2015 weekly
G2.MA1	Student work products will be aligned to the benchmark and grade-level appropriate.	Jackson, Christopher	8/11/2014	Student work will be evaluated using the Student Work Protocols during Professional Learning Communities.	6/5/2015 weekly
G2.B3.S1.MA1	Teacher lesson plans are monitored each week to ensure the work of the PLC is implemented.	Jackson, Christopher	8/11/2014	Lesson Plans will demonstrate the common planning outcomes.	6/5/2015 weekly
G2.B3.S1.MA1	Administration and Instructional Coaches will monitor the participation and input of the PLC.	Jackson, Christopher	8/11/2014		6/5/2015 weekly
G3.MA1	Determine how scheduled parent/ community workshops and activities helped increase parental participation and involvement in the school's community. Continue to plan and prepare activities to keep parents/ community involved in scheduled events that pertain to all school's stakeholders.		Workshop or activity agenda sign in forms and surveys	once	
G3.B1.S1.MA1	Parent Sign in sheets		Parent surveys of workshop or activity	once	
G3.B1.S1.MA1	Identified resources to have presented to parents/community		Meeting agendas	once	
G4.MA1	Teacher feedback on the positive impact the effective use of lesson study and effective use of gradual release model had to increase student engagement during lesson delivery. Subject area and teacher data reflection discussions from identified student assessments (exit tickets, CGAs, unit tests) during professional development and common planning meetings to track progress towards AMO, EOC, and CTE proficiency targets.		Tracking and charting relevant student data (exit tickets, CGAs, unit tests) that will assist us in monitoring student growth towards proficiency.	one-time	
G4.B5.S1.MA1	Monitor effective delivery of the gradual release model		Classroom observation walk through, team debriefings after lessons	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B5.S1.MA1	Create a calendar for the teams to provide time for collaborating and preparation		Professional development and common planning meeting agendas	once	
G4.B8.S1.MA1	Instructional Leadership Team will collect and chart student data and provide support and professional development needs		Student data discussed during Instructional Leadership Team meetings and assessment data charted	once	
G4.B8.S1.MA1	Completion of Admin/Teacher Data Reflection form		Teachers will complete Admin/Teacher Data Reflection form after designated assessments to be discussed during Professional Development and common planning meetings	once	
G4.B5.S2.MA1	Debrief of lesson study and observation		Lesson study feedback summary provided for teachers with commendations and recommended next steps	once	
G4.B5.S2.MA1	Lesson instructional delivery		professional development; common planning meetings agendas	once	
G4.B8.S2.MA1	Collection of Focus Calendars		Updates and next steps on Focus Calendars by departments during Instructional Leadership Team meetings	once	
G4.B8.S2.MA1	Collection of Focus Calendars		Common planning meetings to discuss upcoming focus calendars	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 80% of teachers will have individualized goals and progress monitoring plans to ensure that all students' needs are met.

G1.B2 Teacher readiness level to discuss student data through data chats.

G1.B2.S1 Provide professional development for all teachers in accessing student data.

PD Opportunity 1

Teachers will be able to access current student data.

Facilitator

Reading Coach/Math Coach

Participants

All Faculty

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G1.B2.S2 Students will be provided opportunities for remediation/enrichment through structured frameworks based on data.

PD Opportunity 1

Teachers will use structured frameworks to provide remediation or enrichment for each child.

Facilitator

Reading Coach

Participants

All Faculty

Schedule

Weekly, from 9/22/2014 to 6/5/2015

G3. To continue to increase parental involvement participation in school parent meetings and scheduled parent/community events.

G3.B1 Deciding on relevant topics that parents/community would be interested in

G3.B1.S1 To provide relevant workshops and meetings for parents and community members

PD Opportunity 1

Brainstorm relevant topics that will peak parent/community interest

Facilitator

Parental Involvement Facilitator

Participants

Parents/Guardians, Community members

Schedule

G4. All teachers will implement the gradual release model of instructional delivery as it aligns with the CCSS Standards to meet our AMO, EOC, and CTE proficiency targets.

G4.B5 Inconsistent use of the gradual release model

G4.B5.S1 Team-teaching within subject areas to allow for collaborative planning and instruction. (Or, colleague observations to provide teachers the opportunity to watch master teachers deliver instruction using the gradual release model.)

PD Opportunity 1

Decide when to schedule team-teaching or observation times as well as times for debriefing

Facilitator

Department Chairperson and District Specialists

Participants

Subject Area Teachers

Schedule

G4.B8 Teacher analyzing relevant data for effective instructional delivery

G4.B8.S1 Provide teachers professional development for analyzing and disaggregation student subject area assessment data using the Admin/Teacher Data Reflection to incorporate in lesson planning.

PD Opportunity 1

PD will be provided during Early Dismissal Days and Common Planning meetings to review data reflection form

Facilitator

Administrators, Academic Coach, School STC

Participants

Faculty

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0