

Duval County Public Schools

Jean Ribault High School



2023-24

Schoolwide Improvement Plan (SIP)

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Jean Ribault High School

3701 WINTON DR, Jacksonville, FL 32208

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bostic, Gregory	Principal	
Hamilton, Sabrina	Assistant Principal	
McNair, Michael	Assistant Principal	
Talley, Andrea	Assistant Principal	
Houston, Jerrell	Instructional Coach	
Nolen, Victoria	Instructional Coach	
Griffin, Williams	Dean	
Simmons, Sherrilla	Dean	
Green, Michele	Dean	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Through surveys of parents, students and staff, we have created a multi-tiered plan to address building a positive school culture. We will be expanding our PBIS program, focusing on our school expectations (Timely, Respectful, Organized, judicious, astute, noble, and successful), and bringing back programs for stakeholders that are in person (Why Cook Wednesday?) that provides engagement and educational information. We have also crafted a space for parents to utilize in our school with appropriate resources. Please see PFEP for more detailed information. Our Deans of Students (Griffin, Greene and Simmons) will lead this work. Other stakeholders include teachers from various departments, students, parents, and community members. The Deans will ensure all group are represented on the PBIS committee. The committee will be in charge of expanding our PBIS programs, monitoring their effectiveness, and suggesting changes to the leadership team.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During weekly leadership meetings and PLCs, data from FAST tests will be examined with an extra focus on subgroups in order to close the achievement gap. Based on the data, the leadership team will decide the next steps while PLCs will address which benchmarks are being performed low on, identify students for small groups, and plan remediation lessons.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	29	46	52	29	47	56
ELA Learning Gains	43	51	52	42	48	51
ELA Lowest 25th Percentile	48	44	41	37	42	42
Math Achievement*	27	43	41	46	51	51
Math Learning Gains	38	53	48	45	52	48
Math Lowest 25th Percentile	49	56	49	33	47	45
Science Achievement*	43	50	61	46	65	68
Social Studies Achievement*	38	63	68	38	70	73
Middle School Acceleration						
Graduation Rate	95			87		
College and Career Acceleration	75			69		
ELP Progress	30					

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	30	Yes	1	1
AMI				
ASN				
BLK	48			
HSP	52			
MUL				
PAC				
WHT	34	Yes	1	
FRL	43			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	29	43	48	27	38	49	43	38		95	75	30
SWD	30	30	33	44	59	56	41	36		89	47	
ELL												30
AMI												
ASN												
BLK	28	43	49	26	36	49	41	36		94	76	
HSP	44	56		36	70							
MUL												
PAC												
WHT	30	21		50								
FRL	26	40	49	25	35	46	40	35		68	69	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	35	34	22	26	40	31	35		93	75	
SWD	29	36	36	37	36	44	34	35		98	40	
ELL												
AMI												
ASN												
BLK	24	34	33	21	25	41	29	32		93	76	
HSP	50	55		46								
MUL												
PAC												
WHT	26	33		31								
FRL	23	34	34	22	29	43	28	30		91	74	

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	29	42	37	46	45	33	46	38		87	69	
SWD	38	46	33	49	34	47	50	29		84	42	
ELL												
AMI												
ASN												
BLK	28	41	36	45	43	31	45	37		88	70	
HSP												
MUL	43	57		67								
PAC												
WHT	45	80		67								
FRL	26	40	37	43	41	29	42	34		82	65	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	26%	44%	-18%	50%	-24%
09	2023 - Spring	22%	42%	-20%	48%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	52%	-33%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	52%	0%	48%	4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	64%	-16%	63%	-15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	60%	-13%	63%	-16%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Algebra I was the component with the lowest performance at 19 due to the 4 point decrease in scores from 2022. While 9th grade ELA also dropped 4 points, with a score of 22. ELA achievement continues to remain a priority, but comparisons of cohort data show that students come into high school performing below proficiency but do make gains. Other factors played into this such as having a vacancy for the year. Mathematics achievement overall presented well; even though Algebra I was low performing, Geometry improved 37 points, totaling 55. There was a lack of teacher experience and/or knowledge, a

year-long vacancy, student mathematical skills deficits, student reading deficits, and a lack of targeted aligned core instruction.

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

The components that showed the greatest decline were also our lowest-performing components. The trends across both components were a lack of teacher skills, experience, and/or knowledge as well as a lack of a new set of benchmarks teachers and students were introduced to.

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

9th grade ELA had the largest gap between the school and the state. Students come to high school with reading deficiencies and the teachers had a lack of skills, knowledge, and/or experience to address or identify the issues. Students were exposed to new benchmarks this year as well and teachers struggled with the benchmarks.

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

Geometry had the most improvement with 37 points. Students were placed into cohorts with teacher input. Teachers offered extra support and held continued common planning outside of PLCs. Teachers used data to guide instruction within each lesson.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Instructional Practice specifically relating to benchmark-aligned instruction and positive culture and environment specifically relating to Positive Behavior Intervention and Support.

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

- 1- aligned instruction
- 2- literacy scores
- 3- math achievement
- 4- attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus will be on professional development around standards based instruction in PLC and then implementing effective standards aligned planning protocols in common planning in order to mitigate the gaps identified below. This is especially important as we implement new standards and benchmarks in math and ELA. Based on Standards Walk-through data from 2022-2023, less than 70% of core content classrooms show standards aligned instruction, tasks, and/or assessments based on observational data conducted with the Standards walk through Tool. Additionally, based on data from the 5 essentials survey, just over half of teachers believe that instruction is ambitious showing a gap in rigor.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Gregory Bostic (bosticg@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using new state standards resources and other district standards based planning tools, professional development around standards breakdown and alignment will occur in PLC, and then this will be used in high quality common planning in all core content areas to plan aligned lessons. Using the district created Standards Walkthrough tool, we can effectively measure classrooms that have aligned instruction, tasks, and assessments in core content areas. We will also utilize district support from the region or academic services.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

Person Responsible: Andrea Talley (talleya1@duvalschools.org)

By When: Continuous through June 7th, 2024

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

Person Responsible: Andrea Talley (talleya1@duvalschools.org)

By When: Continuous through June 7th, 20204.

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

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

By When: Continuous through June 7th, 20204.

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

Person Responsible: Andrea Talley (talleya1@duvalschools.org)

By When: Continuous through June 7th, 20204.

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

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

By When: Continuous through June 7th, 20204.

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

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

By When: Continuous through June 7th, 20204.

Increase targeted academic support for students in identified areas of need through increasing standards aligned classrooms. Use title I to fund a full time social studies position in order to support student success in US History by adding additional classes in the social studies progression. Use title I to fund two full time science positions in order to support student success in Biology by adding additional classes in the science progression. Use title I to fund a full time reading teacher position in order to target student literacy deficits in class and support ELA achievement. Use title I to fund a full time math teacher position in order to target student math deficits in class and support math achievement. Use Title I to fund part time math tutors to address student deficits in math and increase achievement. Use Tile I to fund a secondary paraprofessional to ensure adequate support for students to meet achievement goals.

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

By When: Continuous through June 7th, 20204.

Improve instruction and student achievement by ensuring all materials are standards aligned. Use Title I to fund curriculum associates (BEST material). Also Use Title I to fund general supplies such as toner, laminating film, and earbuds to support standards aligned instruction. Use Title I to fund 10 Emtec laptop Carts to ensure all students have access to aligned and rigorous platforms. Use title I to fund laptops to

integrate standards aligned technology such as MathXI and Commonlit in class to increase student achievement.

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

By When: Continuous through June 7th, 2024.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Implement an effective and consistent system of positive behavior interventions and supports. Enact systems that support teachers in developing the whole child and ensuring student safety in order to support student learning and improve student outcomes in all core subjects. Based on the 5 essentials survey, crafting a supportive environment was weak (overall score of 28 out of 100). Part of developing our school culture will fall to our Dean of Students. We will fund two full time Dean of Students Positions to lead the work of developing a consistent PBIS plan to ensure students are successful.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Williams Griffin (griffinw1@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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

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

By When: Continuous through June 7th.

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

Person Responsible: Kevin Greene (greenek2@duvalschools.org)

By When: Continuous through June 7th.

Train teachers on PBIS plan via common planning departments

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

By When: October 6th, 2023

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

Person Responsible: Sherrilla Simmons (simmomss3@duvalschools.org)

By When: Continuous through June 7th.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region)). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

- >Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
- >Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
- >The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
- >Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
- >Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

School webpage with SIP: <https://dcps.duvalschools.org/domain/5980>

Information about the SIP will be available during open house and the groundbreaking event in September.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Throughout the school year we will continue to foster family nights such as the groundbreaking event happening in September. We will continue our relationships with the members of faith that support us now as well as the many supports we have within the school including GearUp, Community in Schools, VyStar, YoungLife, and others.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will strengthen our academic program through consistent PLCs that help teachers plan aligned core content, question writing, and small group instruction. The admin team will walk classes at least once a week to assess and support teachers in alignment needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students are assigned counselors based on an alpha list in order for students to build relationships with their counselors over their high school careers. Students will have access to their counselor Tuesday through Thursday in the cafeteria and they are also able to make appointments with their counselor. Students are also scheduled into Wellness Wednesdays. The majority of 9th-grade students are scheduled into Leadership Techniques or GearUp in order to help support their transition into high school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are able to take a CT track through school which includes human resources, management, customer service, and internships. Students can graduate with certifications. Students are also able to take dual enrollment through FSCC and EWU. Students can also participate in our early college program, being able to start college courses in their sophomore year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use peer mediation and restorative justice protocols to address problem behavior. Novice teachers have mentors in order to help them build rituals and routines that would prevent classroom problem behaviors from beginning.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Departments practice professional learning weekly in their PLCs. The interventionists at the schools will participate in monthly district PDs. Core subject teachers will be encouraged to participate in early release PD offered by the district and we will create a specific needs-driven school-wide PD. ELA teachers will have the opportunity to attend monthly trainings as well.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A