

# ASSISTANCE *plus*

## State Board of Education Plan for Repeating F Schools: District: Duval School: Ribault High School

	Requirements	Current Status
1	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>School Restructure Plan:</i></b></p> <p><b><i>Change the grade configuration of the school and the programs offered.</i></b></p>	<ul style="list-style-type: none"> <li>✓ In an effort to restructure the grade configuration of the school, we will create two “house divisions” for all students. The “Lower House Division” will be comprised of students who have traditionally been in the 9<sup>th</sup> and 10<sup>th</sup> grades. The grade designations for each group will change along with the requirement to move from one designation to the next. The students whose designation would have been first time 9<sup>th</sup> graders and those students who were 9<sup>th</sup> graders last year who did not earn at least 5 credits will now be known as “Year 1” students. These students will have to earn at least 5 credits to move to the next grade designation. Students who were previously known as 10<sup>th</sup> graders will now be known as “Year 2” students. “Year 2” students will take the 10<sup>th</sup> Grade FCAT. These students would have to earn a total of 11 credits in order to be promoted into the “Upper House Division”.</li> <li>✓ Once the promotional requirements identified above have been met, students would move into the “Upper House Division” as “Year 3” and “Year 4” students. All “Upper House Division” students must meet all course credit and GPA requirements currently identified in the Student Progression Plan.</li> <li>✓ Students will advance from Year 1 to Year 2 by earning five (5) credits. Students will advance from Year 2 to Year 3 by earning 11 credits. Students will advance from Year 3 to Year 4 by earning 17 credits and maintaining a grade point average of 2.0 on a 4.0 scale.</li> </ul>
2	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement a schoolwide reform model for ALL students.</i></b></p>	<ul style="list-style-type: none"> <li>✓ All traditional tracked students (those students without an Individual Education Plan) at Ribault High School will enroll and complete the test for at least five (5) ADVANCED PLACEMENT courses (4 for incoming “Year 1” students) on the ADVANCED PLACEMENT/INTERNATIONAL</li> </ul>





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	<p><b>Safety Nets</b></p>	<p>(AVID) teams will be created for incoming “Year 1” students to increase the level of rigor at which they are able to perform. This program is designed for upper Level 2 students.</p> <ul style="list-style-type: none"> <li>✓ Fifth Period. Several elective courses will be offered to students who otherwise would not have the opportunity during the regular school day (Band, Chorus and Physical Education) to participate in these courses. Teachers will work on a staggered schedule or will receive part-time hourly wages for the additional time.</li> <li>✓ The school will increase the enrollment of students participating and sections offered of Advanced Placement courses for the coming year by 300%. Currently the projected increase will involve including a projected 1010 student offerings compared to 87 the previous year.</li> <li>✓ All faculty members will sign a “Covenant” with the school for all students. This covenant will outline the commitment to provide a world-class education to the students of Ribault High, no excuses.</li> <li>✓ Students and parents will sign a contract for attendance and behavior. The contract will outline the commitment on the part of both students and parents to give their best daily.</li> <li>✓ A school-wide identification of all foster care students will be implemented to provide support and maintain academic achievement these students.</li> <li>✓ To increase a sense of belonging, the community has recommended a school-wide competition to create a motto. Business partners will contribute \$1000 towards a reward.</li> </ul>
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<b>3</b>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement and align schoolwide reform model in feeder schools</i></b></p>	<p>✓ The school will build a greater articulation with our feeder middle schools through common professional development such as Vertical Teaming. Through collegial and professional communication, Ribault High School will work with all all feeder schools to develop a seamless K-12 transition that will improve student achievement at all levels. Ribault High School will develop this by establishing an Early High School Program in the feeder middle school. The continuity of the program will involve the Director of the program outlining specific courses for the middle schoolers and monitoring their progress into the High School. Students will be identified as early as 6<sup>th</sup> grade for the Early College Program.</p>
<b>4</b>	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Local school board- Approved funding for school-wide interventions to each individual F school</i></b></p>	<p>✓ The school will receive support (financial, academic, etc.) from the district for programs, personnel, and initiatives designed to improve student achievement and to move the school forward. The funding secured will provide resources for the Early College Program, the International Baccalaureate Program, Fast ForWord laboratory, after school tutorial sessions, Advanced Placement review/tutorials after school for first time students and Saturday school personnel.</p> <p>✓ The superintendent has assured priority and dedicated funding to all of the high priority schools in the district.</p>

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<p>5</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will provide students access to a fifth period after the regular school day that will allow them to participate in a Computer based individualized program for credit recovery, after school remediation, and/or elective courses for students who otherwise would not have time during the school day to participate in elective credits due to the academic requirements based on their FCAT scores. Students will have the opportunity to gain an additional credit. The school will also provide Saturday School and a Winter Break Academy for all students.</li> <li>✓ Students enrolled in grades 9-11 will also be required to enroll in at least one ADVANCED PLACEMENT course during the year. All students will be monitored so that safety nets are implemented within two weeks of a student displaying distress. Remediation/extra help sessions for the ADVANCED PLACEMENT/Honors courses will be offered for all students, but especially for those who are taking a rigorous course for the first time.</li> <li>✓ A contract will be required of all parents that will include, but not be limited to, the following:             <ul style="list-style-type: none"> <li>✓ Attendance requirements per grading period                 <ul style="list-style-type: none"> <li>▪ Students can have no more than 3 unexcused absences in a grading period. Students who miss 4 days or more in a single grading period will be given a grade of "I". Students will be provided an opportunity to earn a grade for the course through alternative assessments given by the teacher.</li> </ul> </li> <li>✓ Readiness requirement                 <ul style="list-style-type: none"> <li>▪ Students must come to school prepared to learn each day. This includes having the proper materials (books, pens/pencils, paper), being dressed appropriately (see Code of Conduct), and having completed the assigned homework for each class. Students who choose not to comply will be required to have an adult shadow during the school day.</li> </ul> </li> <li>✓ Remediation requirement                 <ul style="list-style-type: none"> <li>▪ Identified struggling students must attend at least one remediation session each week</li> </ul> </li> </ul> </li> </ul>
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		<p>after their difficulty has been identified by the teacher. The remediation sessions will be held after school and on Saturdays.</p> <ul style="list-style-type: none"> <li>✓ Parent participation             <ul style="list-style-type: none"> <li>▪ Parents will pledge to attend conferences as required by the school.</li> </ul> </li> <li>✓ Parents who fail to comply will be contacted by the school.</li> </ul>
6	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Extended learning program with transportation</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Districts must document extent of participation</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will offer students elective courses and remediation programs after the regular school day. The courses and remediation programs offered in the fifth period and after school are determined based on student need (FCAT and course performance). Transportation for the participating students will be provided by the district.</li> <li>✓ The Assistant Principal for Curriculum will create a high needs list for targeted assistance based on the 2006 FCAT scores. District benchmark data and Continuous Improvement Model (CIM) assessments will be used throughout the year to monitor student progress.</li> <li>✓ The school will provide a monthly report outlining the enrollment and attendance/participation in the tutoring and after school programs.</li> </ul>
7	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will create greater articulation between our School Advisory Council, Parent Teacher Student Association, business partners, district committees, and local government representatives in order to build community involvement for the school.</li> <li>✓ The school will activate the community oversight committee for the 2006-2007 school year. The role of this committee will be to meet quarterly to review data and monitor the schools progress with the state plan. The committee will report their findings to the principal.</li> <li>✓ Bi-annual community meetings will be held to share the progress of the school in meeting the requirements of the state plan.</li> <li>✓ The school and district staff will work closely with the technical assistance staff from the Florida Department of Education.</li> </ul>

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8	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Schoolwide staff development</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school’s staff will return early to participate in professional development and will be paid their hourly rate by the district.</li> <li>✓ The school will identify and implement professional development offerings for our teachers, which will include SpringBoard, Advancement Via Individual Determination (AVID), Vertical Teaming, Pre-ADVANCED PLACEMENT Initiatives, and ADVANCED PLACEMENT training among others. Staff development involving differentiated instruction and vocabulary building will also be included.</li> <li>✓ The school will maintain documentation of professional development received by each teacher.</li> <li>✓ A significant portion of staff development will be delivered on sight and/or outside of the school day.</li> <li>✓ Ribault High School is a member of the first cohort of College Board Excelsior Schools in Duval County. The school will participate in summer workshops and seminars during the school year to promote student achievement through Advanced Placement courses.</li> </ul>
9	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Staff development in reading in the content area</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will invest in professional books for each teacher on teaching reading across the curriculum for book talks and seminars.</li> <li>✓ Book talks will take place involving differentiated instruction, inclusion and school culture.</li> <li>✓ District goals are also targeting reading in the content area. Appropriate staff from the school will participate in all offerings.</li> <li>✓ Ribault High School is a member of the Florida Partnership and Governor’s Increasing Rigor pilot.</li> </ul>
10	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District full-time staff assigned to each school</i></b></p>	<ul style="list-style-type: none"> <li>✓ Support from content area supervisors to observe and give feedback to the school administration will be required. A minimum of three visits prior to February 15<sup>th</sup>, 2007 will be required.</li> <li>✓ In 2004, a district position was established to directly support lower performing schools. This person will be highly involved with Ribault High School during the 2006-2007 school year.</li> </ul>
	<p><b><u>SBE Approved 4.18.06:</u></b></p>	<ul style="list-style-type: none"> <li>✓ The school will interview for each of the six assistant principal/director positions. The current administrative</li> </ul>

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11	<p><b><i>Identification and hiring of proven educational leaders<sup>1</sup></i></b></p>	<p>staff may elect to reapply and interview for positions. The school will fill the positions with personnel who have a strong instructional background, sound leadership abilities, and a strong commitment to the students and school.</p> <ul style="list-style-type: none"> <li>✓ The current principal was appointed to the school in December of 2005. He led the faculty at his previous middle school assignment to increase the school grade from a “C” to a “B”.</li> </ul>
12	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.<sup>2</sup></i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will interview for each teacher position. The current instructional staff that elects to reapply will be interviewed for the available positions with the principal and district-level administrators. The school will fill the positions with teachers who have a strong instructional background, sound pedagogical abilities, a proven track record of improving student achievement, and a strong commitment to the students and school as evidenced by FCAT gains, End of Course Exams and Benchmark data.</li> <li>✓ The school will actively recruit teachers from the following lists that were provided by the district office:             <ul style="list-style-type: none"> <li>▪ Top 20 teachers in core subjects (mathematics, reading/ELA, science, social studies) as identified by the district subject area specialist</li> <li>▪ Teachers identified at the top via student learning gains over the past three years</li> <li>▪ Teachers identified as the top via ADVANCED PLACEMENT exam scores</li> <li>▪ Teachers of the Year</li> <li>▪ Recently retired teachers identified as star performers</li> <li>▪ National Board Certified teachers</li> </ul> </li> <li>✓ The administration will strategically supervise staff in an effort to provide intentional and purposeful assistance, making changes as needed when identified.</li> </ul>

<sup>1</sup> Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

<sup>2</sup> Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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13	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Differentiated pay (Incentives)</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Differentiated pay must be provided only to those teachers identified as highly effective.<sup>3</sup></i></b></p>	<ul style="list-style-type: none"> <li>✓ The district has created a differentiated pay scale that includes the following supplements:             <ul style="list-style-type: none"> <li>Roster supplement—</li> <li>\$3,000/certificated staff</li> <li>Improved School Grade supplement                 <ul style="list-style-type: none"> <li>✓ \$5,000/certificated staff if school makes an “A”</li> <li>✓ \$4,000/certificated staff if school makes a “B”</li> <li>✓ \$3,000/certificated staff if school makes a “C”</li> </ul> </li> </ul> </li> </ul>
14	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Performance Pay Plan</i></b></p>	<p>Individual Student Achievement supplement</p> <ul style="list-style-type: none"> <li>✓ Amount is based on the number of students who achieve learning gains as defined by the A+ Assessment Plan</li> <li>✓ Individual Student Achievement supplement             <ul style="list-style-type: none"> <li>▪ Amount is based on the number of students who achieve learning gains as defined by the A+ Assessment Plan.</li> <li>▪ The supplement will range from \$2000 to \$4000.</li> </ul> </li> </ul>
15	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Dedicated district school safety and attendance personnel</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will request that the district assign a dedicated truancy staff member to assist with attendance. The school will also request that additional School Resource Officer (SRO) funding and additional security personnel be assigned to the school to assist with safety.</li> <li>✓ A volunteer phone bank will be established to personally inform parents of excessive absences.</li> </ul>
16	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Fully staffed entire school-year</i></b></p>	<ul style="list-style-type: none"> <li>✓ The school will fill all vacancies prior to the start of the school year with highly qualified and highly effective teachers. Any vacancies that arise during the school year will be filled in a timely manner with highly qualified and highly effective teachers.</li> <li>✓ Staffing Ribault High School will be the #1 district high school staffing priority.</li> </ul>

<sup>3</sup> Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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17	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site reading coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></b></p> <p><b><i>All reading coaches must be Approved by the Department.</i></b></p>	<ul style="list-style-type: none"> <li>✓ The district will provide the school with one on-site reading coach per grade level, for a total of four reading coaches. These positions will be filled with highly qualified and highly effective teachers.</li> <li>✓ All reading coaches will be certified in the area of Reading/ELA. If they are not certified in reading, they will be working toward the Reading Endorsement.</li> </ul>
18	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site math coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></b></p> <p><b><i>All math coaches must be Approved by the</i></b></p>	<ul style="list-style-type: none"> <li>✓ The district will provide the school with one on-site mathematics coach per grade level, for a total of four mathematics coaches. These positions will be filled with highly qualified and highly effective teachers.</li> </ul>

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	<b><i>Department.</i></b>	
<b>19</b>	<p><b><u>SBE Approved</u></b></p> <p><b><i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></b></p>	<p>✓ The school will ensure that all students scoring a Level 1 or 2 on the FCAT Reading test will be scheduled into an Intensive Reading class with a teacher who has or is seeking the Reading Endorsement from the State. Any Upper House Division student who has not passed the FCAT Reading test will be scheduled into an Intensive Reading course with a teacher who has or is seeking the Reading Endorsement from the State.</p>
<b>20</b>	<p><b><u>SBE Approved :</u></b></p> <p><b><i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.<sup>4</sup></i></b></p>	<p>✓ The school will ensure that all students scoring a Level 1 on the FCAT Mathematics test will be double-blocked into their mathematics course, either with Algebra I A and B or Intensive Mathematics and regular mathematics course. Regardless of the course, the students will have an emphasis on the knowledge and skills necessary for success on the FCAT Mathematics. Any Upper House Division student who has not passed the FCAT Mathematics test will be scheduled into an Intensive Mathematics course with a top performing mathematics teacher.</p>
<b>21</b>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Extended Day Credit Recovery Program</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></b></p>	<p>✓ The school will provide students access to a fifth period after the regular school day that will allow them to participate in a computer based individualized program for credit recovery, after school remediation, and/or elective courses for students who otherwise would not have time during the regular school day to participate in elective credits due to the academic requirements based on their FCAT scores. Transportation will be provided for these students.</p> <p>✓ The school will maintain statistics on the success rates of these programs which will be reported out during administrative meetings, leadership meetings and community meetings at the school.</p>

<sup>4</sup> Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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22	<p><b><u>Current law:</u></b></p> <p><b><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District must document outreach to parents regarding this choice option.</i></b></p>	<p>✓ All students who are projected to attend Ribault for the 2006-2007 school year have received a letter from the district School Choice Office apprising the parent/guardian of the Opportunity Scholarship now available to them. The letter indicates that parents/guardians may elect to have their student remain at Ribault for the next school year, choose to enroll their student at the schools listed below with transportation provided, or choose to take their students to another district (without transportation provided).</p> <p><b>Comprehensive High Schools:</b></p> <ul style="list-style-type: none"> <li>✓ Baldwin</li> <li>✓ Fletcher (11<sup>th</sup> and 12<sup>th</sup> grade students only)</li> <li>✓ Mandarin</li> <li>✓ White</li> <li>✓ Wolfson</li> </ul> <p><b>Magnet High Schools:</b></p> <ul style="list-style-type: none"> <li>✓ Randolph (9<sup>th</sup> grade students only)</li> </ul>
23	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>Support school with Title I Funds, in accordance with applicable federal laws</i></b></p>	<p>✓ At this time, Ribault High School does not meet the requirements to be a Title I school.</p>
24	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>Aggressive efforts to have all eligible students receive State approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></b></p>	<p>✓ At this time, Ribault High School is not eligible as it does not meet the Title I requirements.</p>

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<b>25</b>	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>District must document faithful implementation of the Approved K-12 Reading Plan.</i></b></p>	<p>✓ The school will work faithfully to implement the state approved K-12 Comprehensive Research Based Reading Plan. Reading coaches and identified administrative staff will be assigned to assist in the monitoring of the implementation of the plan.</p>
<b>26</b>	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>District must report to the State Board monthly regarding progress.</i></b></p>	<p>✓ The school will provide monthly reports to the district regarding our progress.</p>

**SBE Advanced Placementproved 6.20.06:**

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

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