

Orange Park Junior High School

1500 GANO AVE, Orange Park, FL 32073

<http://opj.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Orange Park Junior High's mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and go beyond the boundaries of the school's walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Orange Park Junior High exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Orange Park Junior High uses a variety of means to learn about students' cultures and to build relationships between students and teachers.

1. At the beginning of every school year we hold an Orientation and an Open House. These are used to build the foundational bridge between the school, the students and the parents and guardians.
2. The school also uses our Graduation Success Team tutoring sessions to foster education and better relationships between the staff, students and parents/guardians.
3. The school sponsors events during the year that are meant to foster esprit de corps and faculty/student relationships.
4. A number of teachers give questionnaires out at the beginning of the year to find out more about their students and the students' home life.

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

The school provides student supervision in the morning starting at 0840 until school starts at 0925. The school also provides a mechanism for students to report incidents that are occurring or will occur. The school also has an open door policy for guidance and social workers, as well as a liaison from the military to provide students avenues of problem solving.

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

OPJH reinforces a positive behavioral process—Class expectations are posted in all classrooms outlining the steps in assertive discipline.

The Foundations Team in the 2015-2016 school year is starting with an emphasis on ISS procedures. Along with the ISS assistant, committee members are looking to structure the format to help ensure time is used productively and teachers receive prepared classwork.. Team members look to tackle the tardy issue this school year also. In October, a Tardy Sweep program was initiated on campus.

The ultimate goal is to reduce the number of discipline referrals and thus reduce the number of students assigned to ISS. We look to help students actually stay in their classroom receiving instruction from the teacher.

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

Orange Park Junior High School promotes student success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/personal/ emotional and career development.

OPJH provides individual counseling and advisement to help students set personal goals and develop future plans that include conflict resolution, identity development, and other student concerns, such as cultural adjustment, learning a new language, social class, racism, substance use, grades, and peer pressure. Our guidance department also provides the following:

- Academic advisement in the areas of course selection, remediation needs, accelerated mechanisms, Major Areas of Interest (MAIs), graduation requirements, postsecondary school admission requirements, and study skills
- Consultation—working with administrators, teachers, and staff to meet student needs; e.g., teaching staff about various student issues, such as suicide and loss
- Student appraisal—coordinating information that goes into confidential student files and interpreting the information to help qualify students for special programs, services, and/or remediation
- Parent help—meeting individually and in groups with parents and providing resources and information on child development and other specific topics
- Referral—providing referrals to appropriate professionals in the schools and in the outside community
- Problem-Solving/Response to Intervention (MTSS)—participating on a school-based problem-solving team with other professionals from different disciplines to use student-centered data to identify needs and assess the impact of academic and/or behavior instruction/intervention
- Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program
- Career development—developing and implementing career awareness, exploration, and planning as part of the school counseling curriculum (e.g., participation in middle grades career and planning course implementation)
- Change agent for the school atmosphere
- Student advocate in meetings with teachers and staff
- Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents
- Public relations—informing school staff, parents, teachers, students, and community members about the important role of the school counselor and the significance of the school counseling program.
- Local research—identifying student population characteristics, such as drug use on campus
- Student Screening—interviewing new students, etc.
- Staff development—focusing around particular issues of student needs
- Using data to show the impact of the school counseling program on school improvement and student achievement
- Student Health/Self-Esteem—Momentum Fitness Program: Orange Park Junior High partnered with Saint Vincent Healthcare for the 2015-16 school term to provide a free, after school fitness program titled 'Momentum.' The program convenes in the gymnasium area every Monday, Tuesday and Thursday after school from 4:00PM until 5:30PM. It is supervised and coordinated by Saint Vincent Healthcare, student athletes and exercise science majors from the University of North Florida, Jacksonville. According to research, physical programs of this type are associated with decreased body mass index and increased aerobic capacity. Socially, this type program is attributed to increase of self-esteem, cohesion among students and positive school attendance.

- Military Family & Life Counseling (MFLC) program - Provides assistance to service members and their families in addressing the day-to-day stressors of military life and the impact of deployment and reintegration. Issues can include communication, family dynamics, grief and loss, parental divorce, relocation, and social skills/peer interactions.
- Military Connected Student Support Specialist - As a part of a Department of Defense Education Activity (DoDEA) Grant, the Department of Health and Military Support Services offers school-based mental health counseling to assist with times of transition, deployment, and social and emotional concerns. The primary goal is to provide a blanket of support for military-connected students and their families through initiatives like the Student 2 Student Program (a student ambassador program designed to help integrate new students into the culture of the school via a buddy system), as well as student peer groups, family groups, and school-based mental health counseling.

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 system will include the following early warning indicators:

- Attendance below 90%, regardless of whether the absence is excused or not
- One or more suspensions, whether in 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
	7	8	
Attendance below 90 percent	45	54	99
One or more suspensions	34	38	72
Course failure in ELA or Math	1	0	1
Level 1 on statewide assessment	0	0	

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	7	40	47

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

Intervention Strategies:

- Attendance
 - Attendance Contract
 - Doctor's Note
 - Social Worker Reference
- Grades

Tutoring
Remediation
Referral to Educational Programs for At-Risk Populations
3. Discipline
Behavior Contract
4. Testing
Intensive Reading

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

1. Beginning of the year orientation
2. Monthly school newspapers
3. Parent night throughout the year
4. Teachers send home regular correspondence
5. School website is constantly updated to reflect the most recent events

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

The school has been hosting luncheons for the Orange Park Rotary club for a number of years. The school also has recently built a relationship with Waste Not Want Not. This relationship was built so that the school could help provide our neediest students with extra food and supplies that they need in order to maintain a healthy lifestyle. This in turn fosters a feeling of caring and compassion and also increases the chances of the students being successful in school because they know that they are not going to be hungry during the school day or over the weekend. The school also partnered with a local U.S. Navy unit and other volunteers to start a tutoring program that runs every Wednesday morning and rotating Wednesday afternoons throughout the school year. The school also actively participates in the Take Stock in Children program. The school has partnered with Panera Restaurant (661 Blanding Boulevard Orange Park, FL 32073) and Chick-fil-A (1910 Wells Rd Orange Park, FL 32073) in hosting Parent Nights in order to raise money for various school functions.

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:

Name	Title
De Jesus, Al	Principal
Tucker, Janice	Assistant Principal
Burke, Eric	Teacher, K-12
Occhiogrosso, Sheila	Teacher, K-12
Cheatwood, Cynthia	Teacher, K-12
Kivett, Mary	Guidance Counselor
Poag, Carrie	Teacher, K-12
Goddard, Chris	Teacher, K-12
Isom, Shannon	Instructional Media
Swann, Ben	Teacher, K-12
Worley, Robert	Teacher, K-12
Perricelli, Danielle	Teacher, ESE
Richard, Kristen	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Denise Turner	Education Support Employee
Al De Jesus	Principal
Melissa Patterson	Teacher
Allison Gravatt	Parent
Anne O'Renck	Teacher
Cynthia Leporati	Teacher
Robert Worley	Teacher
Wendy Gann	Parent
Tina Fox	Parent
Michelle Clarke	Parent
Rebecca Kersey	Parent
Maria V. Acosta	Parent
Melissa Ayers	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

With the support of the District, the school improvement plan has helped Orange Park Junior High to focus on the three initiatives of student Engagement, Innovation, and Empowerment. Through cooperative learning and professional development, teachers have continued to successfully implement each initiative.

Development of this school improvement plan

The SAC members are integral in the development of the SIP. They input ideas and suggestions for areas of improvement. School based members are responsible for pulling data to use as a basis for where monies should be spent. Staff feedback is gained through surveys and postings, and a final vote of committee members make the final decision as to where money will be appropriated.

Preparation of the school's annual budget and plan

The schools budget is prepared annually from collaboration between administration and the School Advisory Committee.

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

Projects funded last year included, but were not limited to: School wide novel (Ungifted) used for Common Core instruction during the reading block. Money designated for student planners for organization, rules, and assignment recording. Paper for copier that is for school use only.

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:

Name	Title
De Jesus, Al	Principal
Morano, Jessica	Teacher, K-12
Kivett, Mary	Guidance Counselor
Poag, Carrie	Teacher, ESE
Goddard, Chris	Teacher, K-12
Burke, Eric	Teacher, K-12
Cheatwood, Cynthia	Teacher, K-12
Perricelli, Danielle	Teacher, ESE
Occhiogrosso, Sheila	Teacher, K-12
Richard, Kristen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets monthly in order to discuss reading initiatives and to develop strategies to use in the classroom. Information gathered in these meetings is disseminated among department heads and then given to teachers to use in their classrooms. These strategies emphasize content area literacy. This is done through the implementation of content specific vocabulary study in science, math and social studies. Additionally, we are implementing the "Step Up to Writing" instruction in all language arts and math classes.

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

The school has gone to a common planning model that includes weekly PLC meetings. PLCs are designed to take a cross-curricula approach at addressing student weaknesses and needs; especially as they pertain to literacy and writing. Teachers meet with their respective self-selected teams to come up with ideas and lessons that will be implemented during the week and then reviewed at the following week's PLC meetings. Depending on the week, the PLC meetings will also involve discussions on how to improve classroom learning and teaching techniques. PLC meetings will be held 25 weeks out of the school year.

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

The Clay County School District will continue to send recruitment teams to career/recruitment fairs annually. The Clay County School District will also investigate the usefulness of conducting its own District Teacher Recruitment Fair to be held in 2016.

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

New teachers are paired with peer teacher in the same content area. Peer teacher is responsible for assisting new teacher with planning and developing lessons. In addition, new teachers shadow others in their content areas.

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

Curriculum maps, informal observations, Lesson plans, PLC logs

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

New framework
PLC Logs question 3
Data meetings
Achieve 3000 read at instructional level
Carnegie Math
Making Student Thinking Visible

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: Extended School Day

Minutes added to school year: 1,125

The Graduation Success Team will be for students who need homework help and tutoring. It will be held in the Media Center every Wednesday in the AM from 8:30-9:15. This is open to any student.

Strategy Rationale

The Graduation Success Team joins struggling OPJH students with Navy mentors and academic teachers in the effort to get grades and self esteem on the right track!

The program sets aside time every Wednesday to extend the school day in the morning and the afternoon which allows students the time to visit with the mentors and tutors. In addition, students can use the computers and Media Center for research, homework, or to check their grades on Focus.

The program started in 2012 when a core group of teachers stepped forward to volunteer their time and energy to the project. Things really fell into place when the Jacksonville Naval Air Station First Class Association of the Fleet Readiness Center SE, pledged to "adopt our school" and provide volunteers for mentoring, fundraising, and campus beautification purposes.

Over 800 students have utilized the program over the past two and a half years while Navy and school volunteers have contributed over 1,000 plus total volunteer hours.

The program has just started again for the 2015-2016 school year. Students with high attendance will receive quarterly rewards and students who have the highest attendance all year will receive a special treat in the spring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

De Jesus, Al, adejesus@oneclay.net

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

Sign in sheets

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

1. Academies
2. Career planning
3. Guidance to elementary schools
4. Literacy Design Collaborative
5. Acceleration Academy

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

Each Fall, guidance counselors collaborate with the eighth grade social studies teachers through classroom guidance incorporating the Choices program. At this time, students are introduced to the high school graduation requirements and to the various academies throughout the county. Each eighth grader is taught self-evaluation techniques to review study habits, motivation and interests when choosing courses to incorporate into the individual 4-Year Plan, and when designating a particular "program of study" for grades 9-12. In the Spring, guidance counselors visit the elementary schools to talk with incoming seventh graders regarding elective options and academic expectations at the junior high level. At this time, counselors also meet with the sixth grade teachers at the "feeder" elementary schools to inform of any new course offerings as well as changes in the teacher recommendation procedures. Guidance also meets with the OPJH teachers prior to registration regarding new course information and recommendations for students. Counselors are available to meet individually with parents and/or students requesting more specific information or one-on-one advisement. In these personal advisement sessions, counselors review student data such as grades, test scores, interest inventory feedback, general and specific career goals, etc. to help guide students and parents in making appropriate educational decisions. Each Spring, for the eighth grade students advancing to ninth grade, OPJH coordinates visits from counselors of the feeder high schools to provide valuable information pertaining to graduation requirements, registration, as well as the academy expectations. "Wildcat" Acceleration Academy:

The Acceleration Academy offers an advanced curriculum of rigorous coursework for students who qualify. This culminates in the students earning high school credit, honors level courses, during the 7th and 8th grade years. Students in the Academy enroll in advanced courses in all grades and have the opportunity to earn up to eight and a half (8.5) high school credits by the end of their eighth grade year. This allows flexibility in high school to pursue college credits through Advanced Placement and the Dual Enrollment partnerships at the high school level.

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Orange Park Junior High School applies and integrates courses to help students see the relationships between subjects and relevance.

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

Each year the 8th grade Social Studies teachers complete a County unit plan designed to give students an insight into their futures and lays the groundwork for them to prepare for their job goals of the future. This year the school has also been a Career and Academies liaison, Leslie Olsen, that will visit the school on a regular basis to give students assistance in planning for the future and help them understand the County's academies and the process to get into the academies.

The Literacy Design Collaborative program/module is in its' second year of inception from a grant funded by Bill and Melinda Gates. Its' purpose is to train teachers in creating and implementing rigorous literacy standards for science and social studies content areas. Other goals are student academic excellence, students that are college and career ready and excellent teaching aligned with teachers' evaluation systems.

This year, Orange Park Junior High has one eighth grade cohort-ELA and Science, two seventh grade cohorts-ELA with Science and ELA with Civics, as opposed to only eighth grade cohorts during the 2014-2015 school year. Technology, wireless access and devices, is provided for students to accommodate the rigor involved for student engagement. Students are 100% grade level teamed with a ELA teacher and Science or Social Studies teacher.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will implement the framework for intentional teaching to engage all students.
- G2.** Students will be able to cite evidence in writing to support thinking through writing in all content areas.
- G3.** Increase students' reading comprehension.

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. Teachers will implement the framework for intentional teaching to engage all students. 1a

G071323

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	72.0

Resources Available to Support the Goal 2

- District wide Framework County wide framework course

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in the framework for intentional teaching. Teacher buy in

Plan to Monitor Progress Toward G1. 8

Implementation of the Framework for Intentional Teaching (PLC)

Person Responsible

Janice Tucker

Schedule

On 5/27/2016

Evidence of Completion

Progress toward benchmark testing

G2. Students will be able to cite evidence in writing to support thinking through writing in all content areas.

1a

G071324

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Step up to Writing Professional Development and resources/materials provided by FDLRS Crown.

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in the framework for intentional teaching. Teacher participation.

Plan to Monitor Progress Toward G2. 8

Reading/writing comprehension through Math

Person Responsible

Janice Tucker

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Benchmark testing performance

G3. Increase students' reading comprehension. 1a

G071325

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- School provided reading and writing books and supplies. Lesson plans for the reading and writing initiative created by the Reading Coach and Department Heads.

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in content areas, along with knowledge of implementation Time for Professional Development.

Plan to Monitor Progress Toward G3. 8

Department Head focus meetings, common planning and Admin review, Professional Development

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student achievement increase

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. Teachers will implement the framework for intentional teaching to engage all students. **1**

 G071323

G1.B1 Teacher expertise in the framework for intentional teaching. Teacher buy in **2**

 B185999

G1.B1.S1 Modeling District Framework strategies **4**

 S197405

Strategy Rationale

By modeling the District's Framework strategies teachers will be able to increase student gains in Mathematics.

Action Step 1 **5**

District provided assistance on implementing the Framework for Intentional Teaching

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans Informal Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implementation of the Framework for Intentional Teaching

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plans Teachers will use sign in logs and turn into administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Implementation of the Framework for Intentional Teaching

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans Informal Observations

G2. Students will be able to cite evidence in writing to support thinking through writing in all content areas. 1

G071324

G2.B1 Teacher expertise in the framework for intentional teaching. Teacher participation. 2

B186000

G2.B1.S1 Model strategies using the lesson plans from the reading/initiative. 4

S197406

Strategy Rationale

By modeling strategies that teacher will be able to lead the students to become more independent thinkers, increase comprehension and aid students in becoming more proficient in writing.

Action Step 1 5

Reading/writing initiative

Person Responsible

Janice Tucker

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Observation during walk through/student materials

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Writing strategies learned from training.
Engagement strategies learned from training.

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Classroom walk through running record Student portfolio work and writing samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress monitoring through common planning meetings where student samples will be shared and discussed.

Person Responsible

Janice Tucker

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Percentage of students proficient will increase

G3. Increase students' reading comprehension. 1

G071325

G3.B1 Teacher expertise in content areas, along with knowledge of implementation Time for Professional Development. 2

B186001

G3.B1.S1 Periodic Professional Development to empower teachers to engage students to use proper writing habits and techniques. Half day substitutes will be provided for each department during the school year. 4

S197407

Strategy Rationale

Increasing coach and teacher knowledge of improved writing techniques and how to implement them in the classroom will help students to increase their levels of writing across the board.

Action Step 1 5

Encourage and provide Professional Development opportunities for teachers to increase their awareness of techniques to increase reading comprehension for their students.

Framework for Intentional Teaching

Writing PLC

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Sign in sheets from trainings Follow up forms

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

Writing strategies learned from training
 Engagement strategies learned from training

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Teachers will provide student evidence incorporating strategies learned from training and sign in sheets

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

Progress monitoring through common planning meetings where student samples will be shared and discussed.

Language Arts will have a minimum of two full page writing assignments per every nine weeks.

Person Responsible

Janice Tucker

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Percentage of students proficient will increase

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
G1.B1.S1.A1	District provided assistance on implementing the Framework for Intentional Teaching	Tucker, Janice	8/10/2015	Lesson plans Informal Observations	5/27/2016 monthly
G2.B1.S1.A1	Reading/writing initiative	Tucker, Janice	8/10/2015	Observation during walk through/ student materials	5/27/2016 quarterly
G3.B1.S1.A1	Encourage and provide Professional Development opportunities for teachers to increase their awareness of techniques to increase reading comprehension for their students.	Tucker, Janice	8/10/2015	Sign in sheets from trainings Follow up forms	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Framework for Intentional Teaching Writing PLC				
G1.MA1	Implementation of the Framework for Intentional Teaching (PLC)	Tucker, Janice	8/10/2015	Progress toward benchmark testing	5/27/2016 one-time
G1.B1.S1.MA1	Implementation of the Framework for Intentional Teaching	Tucker, Janice	8/10/2015	Lesson plans Informal Observations	5/27/2016 monthly
G1.B1.S1.MA1	Implementation of the Framework for Intentional Teaching	Tucker, Janice	8/10/2015	Teacher lesson plans Teachers will use sign in logs and turn into administration.	5/27/2016 monthly
G2.MA1	Reading/writing comprehension through Math	Tucker, Janice	8/10/2015	Benchmark testing performance	5/27/2016 quarterly
G2.B1.S1.MA1	Progress monitoring through common planning meetings where student samples will be shared and discussed.	Tucker, Janice	8/10/2015	Percentage of students proficient will increase	5/27/2016 weekly
G2.B1.S1.MA1	Writing strategies learned from training. Engagement strategies learned from training.	Tucker, Janice	8/10/2015	Classroom walk through running record Student portfolio work and writing samples	5/27/2016 monthly
G3.MA1	Department Head focus meetings, common planning and Admin review, Professional Development	Tucker, Janice	8/10/2015	Student achievement increase	5/27/2016 monthly
G3.B1.S1.MA1	Progress monitoring through common planning meetings where student samples will be shared and discussed. Language Arts will have a minimum of two full page writing assignments per every nine weeks.	Tucker, Janice	8/10/2015	Percentage of students proficient will increase	5/27/2016 weekly
G3.B1.S1.MA1	Writing strategies learned from training Engagement strategies learned from training	Tucker, Janice	8/10/2015	Teachers will provide student evidence incorporating strategies learned from training and sign in sheets	5/27/2016 monthly

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. Teachers will implement the framework for intentional teaching to engage all students.

G1.B1 Teacher expertise in the framework for intentional teaching. Teacher buy in

G1.B1.S1 Modeling District Framework strategies

PD Opportunity 1

District provided assistance on implementing the Framework for Intentional Teaching

Facilitator

County Training PLC

Participants

Individual Departments

Schedule

Monthly, from 8/10/2015 to 5/27/2016

G3. Increase students' reading comprehension.

G3.B1 Teacher expertise in content areas, along with knowledge of implementation Time for Professional Development.

G3.B1.S1 Periodic Professional Development to empower teachers to engage students to use proper writing habits and techniques. Half day substitutes will be provided for each department during the school year.

PD Opportunity 1

Encourage and provide Professional Development opportunities for teachers to increase their awareness of techniques to increase reading comprehension for their students. Framework for Intentional Teaching Writing PLC

Facilitator

FDLRS Crown County training Janice Tucker Andrea Traphagen Anne O'Renick Other training opportunities

Participants

Individual departments

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Technical Assistance Items

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

G2. Students will be able to cite evidence in writing to support thinking through writing in all content areas.

G2.B1 Teacher expertise in the framework for intentional teaching. Teacher participation.

G2.B1.S1 Model strategies using the lesson plans from the reading/initiative.

PD Opportunity 1

Reading/writing initiative

Facilitator

Literacy Leadership Team

Participants

All teachers Students

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Budget

Budget Data			
1	G1.B1.S1.A1	District provided assistance on implementing the Framework for Intentional Teaching	\$0.00
2	G2.B1.S1.A1	Reading/writing initiative	\$0.00
3	G3.B1.S1.A1	Encourage and provide Professional Development opportunities for teachers to increase their awareness of techniques to increase reading comprehension for their students. Framework for Intentional Teaching Writing PLC	\$0.00
			Total: \$0.00