

Orange Park Junior High School

1500 GANO AVE, Orange Park, FL 32073

<http://opj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Orange Park Junior High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 provides for a morning Study Hall that takes place daily between 8:30 and 9:15am. During this time, faculty and staff can interact with students and continue to develop relationships throughout the school year.
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.

b. 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.

During school, select teachers meet with and mentor students through the First Coast of Florida YMCA's Take Stock in Children program. When students leave OPJ, Take Stock mentors continue their relationship with their mentees throughout the student's high school years. Community mentoring continues from the elementary school-level, with specific students enrolled at OPJ. It is anticipated that community mentoring will continue throughout the mentees' high school years.

c. 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 2016-2017 school year is maintaining 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. ISS is currently implementing county-wide standards and strategies from a standardized program. In addition, a Saturday School component will be implemented in an effort to reduce out-of-class time during the regular school week. 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.

d. 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. These include the Youth Crisis Center and the Intervention Prevention Specialist (formerly known as SAP).
- 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 2016-2017 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.

3. Early Warning Systems

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

a. 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:

- A. Attendance below 90%, regardless of whether the absence is excused or not
- B. One or more suspensions, whether in or out of school
- C. Course failure in English Language Arts or Mathematics
- D. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	21	41	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	70	67	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	0	10	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	0	115	85	0	0	0	0	200

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	9	34	0	0	0	0	43

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

Intervention Strategies:

1. Attendance

Attendance Contract

Doctor's Note

Social Worker Reference

2. Grades

Tutoring

Remediation

Referral to Educational Programs for At-Risk Populations/MTSS

3. Discipline

Behavior Contract

ISS - Saturday School

4. Testing

Intensive Reading

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

2. 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 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 actively participates in the Take Stock in Children program.

The school has also partnered with the Seth Schwartz Law Group. This partnership provides teachers with needed supplies for the classroom.

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), Chipotle Mexican Grill (8635 Blanding Blvd, Jacksonville, FL 32244), Sonny's BBQ (1976 Kingsley Ave, Orange Park, FL 32073), Carrabba's Italian Grill (8406 Blanding Blvd Jacksonville, FL 32244), and Tropical Smoothie Cafe (266 Blanding Blvd, Orange Park, FL 32073) in hosting Parent Nights in order to raise money for various school functions.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
De Jesus, Al	Principal
Tucker, Janice	Assistant Principal
Burke, Eric	Teacher, K-12
Occhiogrosso, Sheila	Teacher, K-12
Kivett, Mary	School Counselor
Goddard, Chris	Teacher, K-12
Isom, Shannon	Instructional Media
Swann, Ben	Teacher, K-12
Worley, Robert	Teacher, K-12
Perricelli, Danielle	Teacher, ESE
O'Renick, Anne	Teacher, K-12
Renfro, Robert	Teacher, K-12

b. Duties

1. 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 leadership team serves to suggest effective interventions for Tier 1 instructional needs. The Leadership 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.

2. 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. County level subject-based specialist are in place 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Denise Turner	Education Support Employee
Al De Jesus	Principal
Melissa Patterson	Teacher
Anne O'Renck	Teacher
Cynthia Leporati	Teacher
Robert Worley	Teacher
Tina Fox	Parent
Melissa Ayers	Parent
JoAnn Henning	Parent
Betty Grubbs	Parent

b. Duties

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

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

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

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

No funds were allocated through the county budget. However, school faculty and staff elected to share a portion (4%) of the funding earned through the School Recognition Program with OPJ. Projects funded last year included, but were not limited to: acquisition of a new laminator for the Media Center (\$1400) and student rewards for performance on county-wide assessments.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
De Jesus, Al	Principal
Morano, Jessica	Teacher, K-12
Kivett, Mary	School Counselor
Goddard, Chris	Teacher, K-12
Burke, Eric	Teacher, K-12
Perricelli, Danielle	Teacher, ESE
Occhiogrosso, Sheila	Teacher, K-12
O'Renick, Anne	Teacher, K-12
Worley, Robert	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 subject-focused approach to address student weaknesses and needs; especially as they pertain to reading comprehension in our lowest quartile students. Teachers meet with their respective departments to come up with strategies and lessons that will be implemented during the week and then reviewed at the following week's PLC meetings. In addition, all faculty members will meet in a school-wide PLC during the first and last Thursdays of the month. During these PLCs, effective strategies will be shared and discussed. 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.

2. 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 2017. New teachers are given an on-site mentor as well as assigned to the BEST program in an effort to ensure their success.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

OPJ ensures its core instructional programs and materials are aligned to Florida's standards through the use of curriculum maps, informal observations, lesson plans, and PLC logs.

b. Instructional Strategies

1. 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.

Orange Park Junior uses a variety of data sources in order to help drive instruction. Included in these methods are data derived from: Performance Matters, Achieve 3000, Carnegie Math, PLC Logs (question 3), and Making Students Thinking Visible. In addition to formal data, instruction is also driven by informal data gathered through teacher observation and questioning. Student performance is discussed during PLC meetings as well as during data meetings. When indicated, instruction is modified in order assist students that are struggling to attain proficiency. These modifications may include reteaching, scaffolding, or using different learning modalities.

2. 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: 5,737

Morning Study Hall will be held every day between 8:30-9:15 in the Media Center. This is open to any student.

Momentum Program is held every Monday, Tuesday, and Thursday from 4:00 to 5:30pm in the school's gym. The program is open to any student.

Strategy Rationale

Morning Study Hall was initiated in the 2016-2017 school year in order to offer students the opportunity to have access to online resources as well as to the Media Center.

Through a Partnership with St. Vincent's Healthcare, OPJ initiated Momentum in 2015. Momentum, a free after school fitness program, takes place in the school's gym on Mondays, Tuesdays, and Thursdays from 4:00 until 5:30 pm. Studies have shown that programs, such as Momentum, not only increase student health, but also self-esteem, cohesion among students, and even school attendance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

De Jesus, Al, adalberto.dejesus@myoneclay.net

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

Sign in sheets

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Career planning/Academies

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. 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.

Guidance to elementary schools

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.

"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.

Ambassadors (military students)

The MLFC has recently initiated a program to assist newly enrolled military students in transitioning to their new school environment. Student ambassadors act as mentors as they assist their peers in the day-to-day struggles of being the "new kid" in school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

In addition to providing counseling and advisement services, Orange Park Junior High has partnered with Florida's First Coast YMCA's Take Stock in Children Program in an effort to provide participants with mentors that will help guide them college and career choices. Also, OPJ currently offers programs which, not only help to broaden student awareness, but also help to bolster career readiness. These include: CTE programs, Spanish language classes, and a Robotics Club.

2. 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.

3. 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 also has 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. Ms. Olsen will also work to help students understand the County's academies and the process to get into the academies.

The Literacy Design Collaborative (LDC) program/module is currently still being utilized, though modified, as OPJ transitions to a teaming model to accommodate a common planning model of instruction. The purpose of the LDC 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Increase lower quartile students' math gains by 3%.
- G2.** Increase the level of proficient students on the FSA English Language Arts Assessment by 3%.
- G3.** Increase lower quartile students' reading comprehension gains by 5%.

Strategic Goals Detail

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

G1. Increase lower quartile students' math gains by 3%. 1a

G086048

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	3.0

Targeted Barriers to Achieving the Goal 3

- Varying student abilities within the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Subject Specialist
- PLCs

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Janice Tucker

Schedule

On 5/26/2017

Evidence of Completion

Percentage of students proficient on District Assessment will increase.

G2. Increase the level of proficient students on the FSA English Language Arts Assessment by 3%. 1a

G086049

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	3.0

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in incorporating reading strategies through their content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- County Training FDLRS Crown School/Department based PLCs

Plan to Monitor Progress Toward G2. 8

Reading comprehension through ELA

Person Responsible

Janice Tucker

Schedule

On 5/26/2017

Evidence of Completion

Benchmark testing performance

G3. Increase lower quartile students' reading comprehension gains by 5%. 1a

G086050

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	5.0

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in content areas, along with knowledge of implementation.

Resources Available to Help Reduce or Eliminate the Barriers 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. Weekly department and school-wide PLCs.

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 8/16/2016 to 5/26/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase lower quartile students' math gains by 3%. 1

G086048

G1.B1 Varying student abilities within the classroom. 2

B228686

G1.B1.S1 Meet with members of subject area PLC to discuss and incorporate strategies to address student learning needs. 4

S241150

Strategy Rationale

By utilizing techniques developed through subject area PLCs, teachers will have a greater understanding of effective strategies to reach a wider variety of learners.

Action Step 1 5

Targeted tutoring of lower-level students before school.

Person Responsible

Eric Burke

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets

Action Step 2 5

Daily mini-lessons will be used to address common math misconceptions.

Person Responsible

Eric Burke

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Student work samples shared during Math PLCs.

Action Step 3 5

Assigning peer-tutors to assist lowest quartile math students in improving their skills.

Person Responsible

Eric Burke

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Student work samples shared during Math PLCs.

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

Implementation of learning strategies acquired from PLCs.

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans Test scores

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

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

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Percentage of students proficient will increase

G2. Increase the level of proficient students on the FSA English Language Arts Assessment by 3%. 1

G086049

G2.B1 Teacher expertise in incorporating reading strategies through their content area. 2

B228687

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

S241151

Strategy Rationale

By modeling strategies, teachers will be able to lead students to become more independent thinkers. In addition, teachers will be able to increase comprehension and to aid students in becoming more proficient in Language Arts.

Action Step 1 5

Reading/writing initiative strategies will be used across the curriculum to increase students' performance.

Person Responsible

Janice Tucker

Schedule

Quarterly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Observation during walk throughs/student materials

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

Reading strategies learned from training.
Engagement strategies learned from training.

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Classroom walk through running record Student portfolios

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 8/16/2016 to 5/26/2017

Evidence of Completion

Percentage of students proficient will increase

G3. Increase lower quartile students' reading comprehension gains by 5%. 1

G086050

G3.B1 Teacher expertise in content areas, along with knowledge of implementation. 2

B228688

G3.B1.S1 Ongoing Professional Development to empower teachers to engage students to incorporate reading comprehension strategies and techniques. 4

S241152

Strategy Rationale

Increasing coach and teacher knowledge of improved reading strategies and how to implement them in the classroom will help students to increase their levels of reading 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.

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Sign in sheets from trainings Follow up forms

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

Reading strategies learned from training
Engagement strategies learned from training

Person Responsible

Janice Tucker

Schedule

Monthly, from 8/16/2016 to 5/26/2017

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.

Person Responsible

Janice Tucker

Schedule

Biweekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Percentage of students proficient will increase

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M321194	Progress monitoring through common planning meetings where student samples will be shared and...	Tucker, Janice	8/16/2016	Percentage of students proficient on District Assessment will increase.	5/26/2017 one-time
G2.MA1 M321197	Reading comprehension through ELA	Tucker, Janice	8/16/2016	Benchmark testing performance	5/26/2017 one-time
G3.MA1 M321200	Department Head focus meetings, common planning and Admin review, Professional Development	Tucker, Janice	8/16/2016	Student achievement increase	5/26/2017 monthly
G1.B1.S1.MA1 M321192	Progress monitoring through common planning meetings where student samples will be shared and...	Tucker, Janice	8/16/2016	Percentage of students proficient will increase	5/26/2017 monthly
G1.B1.S1.MA1 M321193	Implementation of learning strategies acquired from PLCs.	Tucker, Janice	8/16/2016	Teacher lesson plans Test scores	5/26/2017 monthly
G1.B1.S1.A1 A312131	Targeted tutoring of lower-level students before school.	Burke, Eric	8/16/2016	Sign-in sheets	5/26/2017 monthly
G1.B1.S1.A2 A312132	Daily mini-lessons will be used to address common math misconceptions.	Burke, Eric	8/16/2016	Student work samples shared during Math PLCs.	5/26/2017 monthly
G1.B1.S1.A3 A312133	Assigning peer-tutors to assist lowest quartile math students in improving their skills.	Burke, Eric	8/16/2016	Student work samples shared during Math PLCs.	5/26/2017 monthly
G2.B1.S1.MA1 M321195	Progress monitoring through common planning meetings where student samples will be shared and...	Tucker, Janice	8/16/2016	Percentage of students proficient will increase	5/26/2017 weekly
G2.B1.S1.MA1 M321196	Reading strategies learned from training. Engagement strategies learned from training.	Tucker, Janice	8/16/2016	Classroom walk through running record Student portfolios	5/26/2017 monthly
G2.B1.S1.A1 A312134	Reading/writing initiative strategies will be used across the curriculum to increase students'...	Tucker, Janice	8/16/2016	Observation during walk throughs/ student materials	5/26/2017 quarterly
G3.B1.S1.MA1 M321198	Progress monitoring through common planning meetings where student samples will be shared and...	Tucker, Janice	8/16/2016	Percentage of students proficient will increase	5/26/2017 biweekly
G3.B1.S1.MA1 M321199	Reading strategies learned from training Engagement strategies learned from training	Tucker, Janice	8/16/2016	Teachers will provide student evidence incorporating strategies learned from training and sign in sheets	5/26/2017 monthly
G3.B1.S1.A1 A312135	Encourage and provide Professional Development opportunities for teachers to increase their...	Tucker, Janice	8/16/2016	Sign in sheets from trainings Follow up forms	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Increase lower quartile students' math gains by 3%.

G1.B1 Varying student abilities within the classroom.

G1.B1.S1 Meet with members of subject area PLC to discuss and incorporate strategies to address student learning needs.

PD Opportunity 1

Daily mini-lessons will be used to address common math misconceptions.

Facilitator

Eric Burke

Participants

Subject Area PLCs

Schedule

Monthly, from 8/16/2016 to 5/26/2017

PD Opportunity 2

Assigning peer-tutors to assist lowest quartile math students in improving their skills.

Facilitator

Eric Burke

Participants

Subject Area PLCs

Schedule

Monthly, from 8/16/2016 to 5/26/2017

G2. Increase the level of proficient students on the FSA English Language Arts Assessment by 3%.

G2.B1 Teacher expertise in incorporating reading strategies through their content area.

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

PD Opportunity 1

Reading/writing initiative strategies will be used across the curriculum to increase students' performance.

Facilitator

Literacy Leadership Team

Participants

All teachers Students

Schedule

Quarterly, from 8/16/2016 to 5/26/2017

G3. Increase lower quartile students' reading comprehension gains by 5%.

G3.B1 Teacher expertise in content areas, along with knowledge of implementation.

G3.B1.S1 Ongoing Professional Development to empower teachers to engage students to incorporate reading comprehension strategies and techniques.

PD Opportunity 1

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

Facilitator

FDLRS Crown County training Janice Tucker Department PLCs Other training opportunities

Participants

Individual departments

Schedule

Monthly, from 8/16/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Targeted tutoring of lower-level students before school.	\$0.00
2	G1.B1.S1.A2	Daily mini-lessons will be used to address common math misconceptions.	\$0.00
3	G1.B1.S1.A3	Assigning peer-tutors to assist lowest quartile math students in improving their skills.	\$0.00
4	G2.B1.S1.A1	Reading/writing initiative strategies will be used across the curriculum to increase students' performance.	\$0.00
5	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.	\$0.00
Total:			\$0.00