Orange Park High School

2016-17 Schoolwide Improvement Plan

Orange Park High School

2300 KINGSLEY AVE, Orange Park, FL 32073

http://oph.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)
High School PK, 9-12	No	54%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

*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.

Table of Contents

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 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.

Welcome to Orange Park High School where our mission is to work collaboratively with all stakeholders to provide a public education experience that is innovative, engaging, and empowering for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure an educational environment built upon honesty, integrity and respect. Through these ideals, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

Preparing life-long learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Orange Park High School serves all students with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of OPHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Orange Park High School will get the best education possible.

2. School Environment

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

The student body of Orange Park High School is truly diverse. Staff and students continuously work to ensure a "safe" environment fostering open dialogue and self-expression both in and out of the classroom. Teachers and administrators make it a priority to connect with students in the classroom and through after school tutoring and mentoring. Additionally, many teachers sponsor social/ academic/artistic/athletic clubs and/or teams.

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

School policies are outlined in the student planner distributed at the beginning of the year. Students are expected to assume responsibility for their learning and their behavior to ensure that classroom rules and school procedures are followed. The relationships developed between administrators, teachers, students, and parents creates an environment wherein learning can flourish.

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.

At the beginning of the year, the administrators and the school social worker ensure that school personnel are versed in social-emotional problems that may require intervention. Procedures are outlined in the event that issues arise throughout the year.
Teachers hold students accountable for both school and classroom expectations and are key stakeholders in ensuring adherence to the disciplinary guidelines. A key to ensuring behavior that is conducive to learning is the support from Administrators and Faculty in establishing and maintaining

proper discipline in the classroom.

Teachers are visible throughout the buildings and outside areas for the safety of the students. Disciplinary issues are handled with the least possible intrusion in the classroom so as to minimize the impact on instruction.

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.

Ninth, tenth, and eleventh grade students at OPHS are enrolled in wall-to-wall academies. At each grade level, the focus is on interdisciplinary instruction, and the focus is on encouraging higher attendance, better academic achievement, and personal development.

50% of our students are categorized as Economically Disadvantaged and could be deprived of the traditional high school experience without the assistance of grants, community leaders, teachers, and the administration. The School Social Worker and School Assistance Program Counselor meet with students regularly to address critical issues. A counselor is provided for students from military families, and students who qualify are enrolled in Take Stock in Children. Administrators and Guidance Counselors monitor student achievement, discipline, and graduation requirements with assigned students to ensure that all issues are addressed and remediated if necessary.

3. 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).

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

N/A

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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

Students are placed in Intensive Reading based on the most recent ELA FSA scores available. IR Students are given an ACHIEVE placement test at the beginning of the school year to determine their Lexile levels. Scores determine the level at which individual instruction will occur. Student work is

reviewed monthly to determine if mastery has been achieved, resulting in an increased Lexile level. After the level adjustments have occurred, the Reading Teachers discuss the scores (possible causes of increasing and decreasing Lexile scores) and strategies to encourage greater success with the program.

If student Lexile levels do not improve for two consecutive months, they are referred to Tier II of the Multi-Tiered System of Supports. At this level, the teacher creates interventions which occur in small groups of 3 to 7 students to facilitate specific learning opportunities. The teacher will track the student(s) for 4 weeks to determine if the interventions are successful. If successful, the student will be held at Tier II and interventions will continue for the students.

This process is guided by the MTSS Team, consisting of the MTSS Assistant Principal Christy Fowler, MTSS Coordinator Justin Daniels, Reading Department Chair Cheryl Kent, the student and parent, and the student's Intensive Reading Teacher or Liberal Arts Math Teacher. If the student is placed in Tier III, more aggressive interventions are put into place with a four-week review to ascertain whether the interventions are working. If the interventions are working, the student will remain in Tier III as necessary. If not, the interventions are changed to another ELA standard and reviewed again in 4 weeks. At the end of the 12 weeks, parents, teachers, the staffing specialist, and the MTSS Administrator meet to determine further action. Next, the ESE psycho-educational assessment is conducted to determine eligibility for ESE placement. After the evaluation is complete, the MTSS coordinator will hold a meeting to discuss the results with the parent and determine if the student should be placed in an ESE program.

B. Family and Community Engagement

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).

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. § 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

OPHS works diligently to foster robust communications with all stakeholders. Teachers are the primary point of contact with students and parents through daily interactions in the classroom. The Principal sends messages through weekly recorded phone calls and the One Clay Application. Messages are also posted using social media such as Twitter, Facebook, and on the electronic sign in front of the school.
Parents have access to an online monthly calendar with school events listed and updated regularly.

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.

Each OPHS academy has an advisory board to support the curriculum by mentoring our students, providing on the job training through internships, and paid employment. The Academy Coach supports Academy PLCs by creating and promoting relationships between outside businesses and OPHS. Major emphasis is placed on preparing students for college and career readiness.

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
Anderson, Clayton	Principal
Bradley, Anthony	Assistant Principal
Norton, Daphne	Teacher, K-12
Cassidy, Myra	Teacher, K-12
Glover, Karen	Teacher, K-12
Bowles, Catharine	Teacher, Career/Technical
Mayberry, Laura	Teacher, K-12
Martini, James	Teacher, K-12
Howell, James	Teacher, K-12
Ruelas, Katie	Teacher, K-12
Wolfe, Lauren	Teacher, ESE
Faulkner, Justin	Assistant Principal
Fowler, Christy	Assistant Principal
Walsh, Chuck	Teacher, K-12
Remsen, Kenneth	Teacher, K-12
McCrosky, Melissa	School Counselor
Matricardi, Mandi	
Kent, Cheryl	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.

All members of the OPHS Leadership Team are responsible for examining assessment data and communicating results within their respective departments. The Principal presents school-wide issues to the Team to obtain input.

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.

The OPHS School Social Worker, Susanne Hall, coordinates available funds to assist homeless and economically disadvantaged students in meeting their needs for academic success. Community churches and other benefactors provide materials for our at-risk students as well. In addition, mentors (administrators, faculty, and community members) lend their support to at-risk students to encourage academic and behavioral improvements. OP Outfitters is an in-house organization that provides

students with essentials such as supplies, clothing, etc.

The School Assistance Program is staffed by Dina Seibert who is available to assist students in crisis as well as sponsoring weekly individual and group counseling sessions.

Teachers offer free tutoring for content areas, as well as assistance in preparing for the ACT and SAT. Additionally, National Honor Society Members tutor students in the Media Center each week.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Clayton Anderson	Principal
Daphne Norton	Teacher
Myra Cassidy	Teacher
Charlotte Riner	Education Support Employee
Yvonne Norman	Parent
Jennifer Friddell	Parent
Michelle Thompson	Parent
Lola Wingate	Parent
Jeffthe Fenelon	Student
Danerria Phillips	Student
Heidi Pate	Business/Community
Terri Kreps	Business/Community
Annette Gallup	Parent
Harriet Myrick-Jones	Parent
Jennifer Johnson	Parent
Mandy Ohar	Parent
Kaylee Ohar	Student
Pamela Holmes	Parent
Cindy Ankrom	Parent
Jacie Ankrom	Student
Norman Andara-Domingo	Student
Diana Domingo	Parent
Ruth Swartz	Teacher
Matthew Boyack	Teacher
Barbara McDermott	Teacher
Mandi Matricardi	Teacher

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

The 2015-2016 plan focused on improving scores across the content areas, preparing teachers and students for the shift in traditional teaching to the new Framework for Intentional and Targeted Teaching by continuing to emphasize the importance of utilizing collaborative strategies in the classroom. Each expenditure was tied directly to the Plan specifically for the purpose of improving the academic experience for OPHS Students.

b. Development of this school improvement plan

Members of the SAC are involved at all levels in developing the school improvement plans. Through the consistent communication between our parents, community members, teachers, and students, SAC members discuss challenges to achieving OPHS goals as well as resources and programs to assist in their implementation. Members review programs and financial resources monthly to ensure fidelity of school funds and the direct correlation of the request to the plan itself.

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

The principal presents the annual budget to the School Advisory Council each year and answers questions regarding its development and implementation.

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

Keys to Success Manuals: $301.04
USA Test Prep Manuals (ACT Reading & Math, AP Calculus): $1,000
NASCO (scientific calculators): $143.13
CDI (25 Chromebook laptop computers): $5,948.75

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
Anderson, Clayton	Principal
Norton, Daphne	Teacher, K-12
Fowler, Christy	Assistant Principal
Kent, Cheryl	Teacher, K-12
Rodillas, Dinah	Teacher, K-12
Elmore, Kevin	Teacher, K-12
Conley, John	Teacher, K-12
Durig, Carrie	Teacher, ESE
McGee, Zach	Teacher, K-12
Howell, James	Teacher, K-12
Faulkner, Justin	Assistant Principal

b. Duties

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

The OPHS faculty recognizes that achieving grade-level literacy is an essential skill for academic and life-long success, as there is a direct correlation between success in core content areas and the degree to which students can read and comprehend the materials. Intensive Reading teachers work diligently with students to assist them in improving reading comprehension at OPHS. Inasmuch as Reading has the same curriculum as the ELA classes, students receive additional instruction in areas where they are struggling and are provided with an opportunity to link education with the workplace.

Literacy is also promoted through the Reader's Anonymous Club with 30 members reading approximately 7 or 8 books each year. Summer reading is encouraged through a suggested book list provided by the Media Specialist and finalized by the School Leadership Team. English teachers follow up at the beginning of the year with assessments or book projects. The Media Center Specialist will be visiting classrooms to promote the Young Adult Literacy sponsored novels with OPHS students.

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.

OPHS employs Wednesday Professional Learning Communities to encourage a comprehensive and collaborative understanding of the curriculum, student assessment, and best practices to incorporate the Framework for Intentional and Targeted Teaching into each classroom. Agendas for each PLC are developed based on the needs of each group including: common lesson planning, evaluation of data to drive instruction, and sharing information from the District. Some PLCs are focused on affecting content instruction and others are focused on affecting the culture of the school.
Academy PLC meetings are also held to focus on interdisciplinary instruction and struggling students.

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

Applicants pursue employment through the District and apply for open positions via the County School Board website. The Principal schedules interviews with applicants and hires new faculty members

according to the district-established Phases. Department Chairs, assigned mentors, and colleagues work closely with new hires to guide them through their first year at OPHS.

In addition, the CCSB initiated the Beginning Educator Support Team, (BEST), to support new teachers throughout the year. Together with informal conversations, observations, online learning modules, and face-to-face coaching, new teachers are able to implement the Framework in the classroom more easily.

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

Established faculty and administrators make a concerted effort to support new teachers as they become accustomed to the classroom, students, policies, procedures, and the evaluation process at OPHS. Faculty mentors from the content areas are assigned to each new teacher to support them in their first year. Duties vary depending on the education level and type of degree of the new teacher.

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.

Our curriculum is aligned with textbooks, online and interactive programs, and other resources that follow the Florida Standards Assessment and district level curriculum maps. Teachers meet in weekly PLCs to review the district designed curriculum maps to become more intentional in lesson planning that is centered around Florida's standards. By using formative assessments and common teacher-designed assessments, teachers are able to utilize the outcomes to tailor their lesson planning to ensure students are mastering the standards.

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.

Our goal is to have each student realize his or her fullest potential. Through strategies that are innovative, engaging and empowering, teachers strive to provide differentiated instruction to meet the individual needs of our students. Decisions made by administrators, guidance, and teachers are data driven. MTSS also uses data to evaluate students.

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: After School Program
Minutes added to school year:

Professional Learning Community Meetings - held weekly

Strategy Rationale

Teachers meet weekly in professional learning communities with focused learning and instructional goals such as planning standards based lessons, utilizing common formative assessments, examining assessment data, and designing effective strategies to assist students in becoming more successful academically. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know when they have learned it? What will we do if they do not learn it?

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Anderson, Clayton, clayton.anderson@myoneclay.net

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

Publisher tests, teacher made tests, computer based tests, state based tests, district based tests (Performance Matters), and nationally normed tests.

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. § 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.

Freshmen - All incoming 9th grade students are invited to the OPHS Freshman Connection in August where they receive schedules and an orientation to high school.
Sophomores, Juniors, and Seniors - OPHS Administrators and Guidance Counselors schedule individual and grade level meetings to discuss graduation requirements and convey other important information. Administrators meet regularly with at-risk Seniors to review their standing and explore resources to assist them in completing course requirements to graduate.

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.

Academic and career planning is incorporated at OPHS through guidance counselors and the academy coach. Guidance is responsible for scheduling classes in concert with the student to ensure that high school graduation requirements are met. Counselors also discuss the scheduling process to enhance the ability of students to make appropriate choices in their schedules to fulfill not only the graduation requirements, but also to prepare them for the workplace or higher education. In addition, OPHS holds meetings to underscore the expectations of students in various grade levels. Guidance is available at all parent meetings, open house, and SAC to disseminate pertinent information.. Guidance invites interested students to meet with college representatives throughout the year to

match interests with course and degree offerings at institutions of higher learning.

Administration works toward two common goals: first, teachers are encouraged to develop lesson plans that are relevant to students and demonstrated through classroom activities. Second, administration promotes integration of curriculum across all content areas by focusing on school-wide issues and concerns.

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

OPHS incorporates applied courses in two ways. First, we offer instruction in direct fields of study, such as welding, carpentry, auto, food services, health, early childhood education, and business education. Second, we offer academy instruction through the fields of engineering, computer science and health. Many classes offered in applied technology integrate other subject matter through their curriculum.
Non-Academy applied instruction instruction utilizes reading and math skills. Teachers integrate these lessons utilizing hands on experiences and instructors. Through these processes, career and tech education confirms and makes practical application of academic work.
Academy applied instruction utilizes a cohesive team approach. Through the use of interdisciplinary planning, teachers coordinate projects and learning experiences. When students need to take coursework outside of what the Academy offers, the teachers coordinate with those teachers. In addition, the academic experience is enhanced by utilizing professional organizations and mentoring programs.

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

Freshmen and Sophomores are enrolled as members of one of the Academies at OPHS: Orange Park Medical Center Academy of Health and Human Services, the Vystar Academy of Business and Leadership, and the Academy of Engineering, Manufacturing, and Design, and the Academy of Family & Consumer Services.

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.

Orange Park High School constantly strives to improve student readiness for the postsecondary level through proper student placement, rigorous college-preparatory classes, the new St Johns River State Collegiate High School program, regular guidance counselor meetings, and mentoring programs. Whether our students choose an academic path that is vocational or collegiate, they are given in the best possible preparation for the next step in their educational journey.

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.

Due to the increasing number of courses requiring an online component and the testing schedule,
students do not have adequate access to computers to complete their work.

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"Â? 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 student graduation rate from 85% in 2016 to at least 88% in 2017.

G2.   Improve student scores on state assessments: FSA, ELA, and Math.

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 student graduation rate from 85% in 2016 to at least 88% in 2017. `1a`

🔑 G086118

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

Targeted Barriers to Achieving the Goal `3`

- Adequate achievement on state assessments

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School Social Worker/Guidance Counselors/Administration & Teachers

- After school tutoring

- PLCs focused on student learning and achievement

Plan to Monitor Progress Toward G1. `8`

Growth in student development throughout the school year

Person Responsible
Clayton Anderson

Schedule
Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion
Collaborative Logs, Classroom Walk-through Rubrics, Benchmark Assessment Data

G2. Improve student scores on state assessments: FSA, ELA, and Math. `1a`

🔑 G086119

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	40.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	45.0
Math Gains	35.0
Math Lowest 25% Gains	30.0

Targeted Barriers to Achieving the Goal `3`

- Barriers to student success on the FSA ELA include a lack of emphasis on literacy in the home as well as support for struggling readers in all pertinent classrooms. Students, regardless of grade or reading level, do not fully understand the connection between reading comprehension and success in other courses or their future in general. Students who are far below their grade level reading equivalency score need support in all classes. Access to computer labs is a necessity to combat absenteeism and discipline issues that remove students from the classroom.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Through the new online ACHIEVE3000 Intensive Reading Curriculum, students read non-fiction passages and take assessments at their individual lexile levels. Lexile levels are adjusted monthly depending on student mastery of the activities. ACHIEVE3000 is aligned with the Florida Common Core Standards, providing the same scope and sequence based content for all students. Students practice using skills and strategies designed to improve performance on End of Course assessments.

- OPHS has an online program to acquaint students with the testing format and practice with online calculator formats. Each teacher volunteers time after school for tutoring. Algebra I teachers also have a set of chromebooks to aid in instruction.

Plan to Monitor Progress Toward G2. `8`

Monthly reports to Principal, Intensive Reading Teachers, English Language Arts Teachers, Math Teachers and Students to examine Lexile data as well as Alegbra Nation's On Ramp assessments and Performance Matters benchmarks.

Person Responsible
Christy Fowler

Schedule
Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion
Monthly reports

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. Increase student graduation rate from 85% in 2016 to at least 88% in 2017. [1]

🔑 G086118

G1.B2 Adequate achievement on state assessments [2]

🔑 B228788

G1.B2.S1 More time is being devoted to collaborative planning focused on student learning and achievement, identifying students in need, and meeting the diverse instructional needs of all students. [4]

🔑 S241247

Strategy Rationale

To improve skills and instruction methods in order to address the needs of every type of student learner.

Action Step 1 [5]

Teachers meet weekly for professional learning communities.

Person Responsible

Justin Faulkner

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

District of Clay County Collaborative Log 2016-2017

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

Collaborative Log will be completed and reviewed weekly by OPHS Leadership Team.

Person Responsible

Justin Faulkner

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Collaborative Log Folders will be collected and reviewed weekly by OPHS Leadership Team.

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

OPHS Leadership Team will review Collaborative Logs, sit in on PLC's, and make frequent visits to classrooms.

Person Responsible

Clayton Anderson

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Collaborative Logs, Classroom Walk-through Rubrics, Benchmark Assessment Data

G2. Improve student scores on state assessments: FSA, ELA, and Math. `1`

🔑 G086119

G2.B1 Barriers to student success on the FSA ELA include a lack of emphasis on literacy in the home as well as support for struggling readers in all pertinent classrooms. Students, regardless of grade or reading level, do not fully understand the connection between reading comprehension and success in other courses or their future in general. Students who are far below their grade level reading equivalency score need support in all classes. Access to computer labs is a necessity to combat absenteeism and discipline issues that remove students from the classroom. `2`

🔑 B228789

G2.B1.S1 To improve school-wide scores relating to reading comprehension, the curriculum focus should coincide with testing dates. A significant amount of time will be spent on writing and small-group instruction to support struggling readers. Students are encouraged to use close reading strategies. Intensive Reading students will spend 40% of class using ACHIEVE, an online curriculum for non-fiction. `4`

🔑 S241248

Strategy Rationale

Students who are not in Intensive Reading often do not receive direct instruction to address academic literacy issues. ACHIEVE provides an extensive bank of nonfiction texts differentiated for students at 12 different reading levels with emphasis on academic vocabulary, critical thinking, and STEM.

Action Step 1 `5`

Through PLC meetings and Academy meetings, teachers will develop common lesson plans/ assessments to ensure mastery of the ELA standards using the Framework for Intentional and Targeted Teaching. Intensive Reading teachers will continue to improve implementation of ACHIEVE3000.

Person Responsible

Cheryl Kent

Schedule

Weekly, from 8/17/2016 to 5/31/2017

Evidence of Completion

Student work, PLC logs, informal and formal observations of ELA, Intensive Reading classes

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

Formal and informal observations by Administrators

Person Responsible

Clayton Anderson

Schedule

Daily, from 8/17/2016 to 5/31/2017

Evidence of Completion

Improved student performance on FSA ELA and ACHIEVE3000. PLC logs and informal observations.

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

Administration will conduct formal and informal observations periodically.

Person Responsible

Clayton Anderson

Schedule

Monthly, from 8/17/2016 to 5/31/2017

Evidence of Completion

PLC logs, mastery of common assessments, and improved Lexile scores.

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 M321446	Growth in student development throughout the school year	Anderson, Clayton	8/17/2016	Collaborative Logs, Classroom Walk-through Rubrics, Benchmark Assessment Data	5/31/2017 monthly
G2.MA1 M321449	Monthly reports to Principal, Intensive Reading Teachers, English Language Arts Teachers, Math...	Fowler, Christy	8/17/2016	Monthly reports	5/31/2017 monthly
G1.B2.S1.MA1 M321444	OPHS Leadership Team will review Collaborative Logs, sit in on PLC's, and make frequent visits to...	Anderson, Clayton	8/17/2016	Collaborative Logs, Classroom Walk-through Rubrics, Benchmark Assessment Data	5/31/2017 weekly
G1.B2.S1.MA1 M321445	Collaborative Log will be completed and reviewed weekly by OPHS Leadership Team.	Faulkner, Justin	8/17/2016	Collaborative Log Folders will be collected and reviewed weekly by OPHS Leadership Team.	5/31/2017 weekly
G1.B2.S1.A1 A312231	Teachers meet weekly for professional learning communities.	Faulkner, Justin	8/17/2016	District of Clay County Collaborative Log 2016-2017	5/31/2017 weekly
G2.B1.S1.MA1 M321447	Administration will conduct formal and informal observations periodically.	Anderson, Clayton	8/17/2016	PLC logs, mastery of common assessments, and improved Lexile scores.	5/31/2017 monthly
G2.B1.S1.MA1 M321448	Formal and informal observations by Administrators	Anderson, Clayton	8/17/2016	Improved student performance on FSA ELA and ACHIEVE3000. PLC logs and informal observations.	5/31/2017 daily
G2.B1.S1.A1 A312232	Through PLC meetings and Academy meetings, teachers will develop common lesson plans/assessments to...	Kent, Cheryl	8/17/2016	Student work, PLC logs, informal and formal observations of ELA, Intensive Reading classes	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Increase student graduation rate from 85% in 2016 to at least 88% in 2017.

G1.B2 Adequate achievement on state assessments

G1.B2.S1 More time is being devoted to collaborative planning focused on student learning and achievement, identifying students in need, and meeting the diverse instructional needs of all students.

PD Opportunity 1

Teachers meet weekly for professional learning communities.

Facilitator

Justin Faulkner

Participants

OPHS Classroom Teachers

Schedule

Weekly, from 8/17/2016 to 5/31/2017

G2. Improve student scores on state assessments: FSA, ELA, and Math.

G2.B1 Barriers to student success on the FSA ELA include a lack of emphasis on literacy in the home as well as support for struggling readers in all pertinent classrooms. Students, regardless of grade or reading level, do not fully understand the connection between reading comprehension and success in other courses or their future in general. Students who are far below their grade level reading equivalency score need support in all classes. Access to computer labs is a necessity to combat absenteeism and discipline issues that remove students from the classroom.

G2.B1.S1 To improve school-wide scores relating to reading comprehension, the curriculum focus should coincide with testing dates. A significant amount of time will be spent on writing and small-group instruction to support struggling readers. Students are encouraged to use close reading strategies. Intensive Reading students will spend 40% of class using ACHIEVE, an online curriculum for non-fiction.

PD Opportunity 1

Through PLC meetings and Academy meetings, teachers will develop common lesson plans/ assessments to ensure mastery of the ELA standards using the Framework for Intentional and Targeted Teaching. Intensive Reading teachers will continue to improve implementation of ACHIEVE3000.

Facilitator

Bonnie King, ACHIEVE Facilitators, Webinars, OPHS Leadership Team

Participants

OPHS Classroom Teachers

Schedule

Weekly, from 8/17/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers meet weekly for professional learning communities.	$0.00
2	G2.B1.S1.A1	Through PLC meetings and Academy meetings, teachers will develop common lesson plans/assessments to ensure mastery of the ELA standards using the Framework for Intentional and Targeted Teaching. Intensive Reading teachers will continue to improve implementation of ACHIEVE3000.	$0.00
		Total:	$0.00