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Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://olj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Oakleaf Junior High School creates a positive learning community which promotes a culture of motivation, citizenship, and overall academic excellence.

Provide the school's vision statement.

The vision of Oakleaf Junior High exists to prepare life long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

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

Name	Title
Rousseau, Kristin	Principal
Adams, Michael	Teacher, K-12
Graham, Christy	Assistant Principal
Green, Kathryn	Assistant Principal
Bucklin, Sara	Teacher, K-12
Rowe, Janet	Teacher, K-12
James, Dustin	Teacher, K-12
McMurray, Ricky	Teacher, K-12
Gretton, Pamela	Teacher, K-12

Duties

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

Takes a balcony view of the school

- 1) Assists the principal in making decisions to govern the school (shared decision making)
- 2) Ensures a focus on learning and continuous improvement
- 3) Serves as the steward of the school's mission, vision, core values (commitments)
- 4) Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
- 5) Identifies gaps in performance or processes and plans for their improvement
- 6) Aligns school's work with the district and classroom

Early Warning Systems

Year 2017-18

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	3	0	1	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	4	2	5	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	14	4	0	0	0	0	0	18

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	4	1	2	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	12	0	0	0	0	13

Date this data was collected

Wednesday 9/12/2018

Year 2016-17 - As Reported

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	2	3	10	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	5	6	13	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	10	17	14	0	0	0	0	41

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	5	8	13	0	0	0	0	26

Year 2016-17 - Updated

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	2	3	10	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	2	2	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	5	6	13	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	10	17	14	0	0	0	0	41

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	5	8	13	0	0	0	0	26

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Achievement, this is not a trend. Even though last year we were below the District percentile by 8 percentage points this year we started closing the gap and were only below the District percentile by 3 percentage points

Which data component showed the greatest decline from prior year?

We increased in all categories

Which data component had the biggest gap when compared to the state average?

We were above the State in all categories

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains, ELA Lowest 25th Percentile, Math Lowest 25th Percentile and Science all increased by 8 percentage points

Describe the actions or changes that led to the improvement in this area.

We implemented the Math Success Lab, focused on looking at student data often and used it to adjust instruction and do small group remediation

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	62%	53%	55%	56%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	61%	60%	54%	52%	50%	53%
ELA Lowest 25th Percentile	54%	48%	47%	42%	35%	45%
Math Achievement	64%	67%	58%	62%	69%	55%
Math Learning Gains	62%	60%	57%	54%	62%	55%
Math Lowest 25th Percentile	56%	50%	51%	43%	48%	47%
Science Achievement	69%	69%	52%	65%	64%	50%
Social Studies Achievement	82%	80%	72%	81%	80%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	3 (2)	0 (3)	1 (10)	4 (15)
One or more suspensions	4 (2)	2 (2)	5 (0)	11 (4)
Course failure in ELA or Math	0 (5)	1 (6)	3 (13)	4 (24)
Level 1 on statewide assessment	14 (10)	4 (17)	0 (14)	18 (41)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	63%	-4%	52%	7%
	2017	54%	61%	-7%	52%	2%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	56%	54%	2%	51%	5%
	2017	55%	58%	-3%	52%	3%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2018	67%	67%	0%	58%	9%
	2017	56%	59%	-3%	55%	1%
Same Grade Comparison		11%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	58%	68%	-10%	52%	6%
	2017	52%	66%	-14%	51%	1%
Same Grade Comparison		6%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	57%	58%	-1%	54%	3%
	2017	56%	62%	-6%	53%	3%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2018	59%	52%	7%	45%	14%
	2017	57%	55%	2%	46%	11%
Same Grade Comparison		2%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	67%	67%	0%	50%	17%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	90%	-90%	65%	-65%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	78%	4%	71%	11%
2017	76%	79%	-3%	69%	7%
Compare		6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	66%	28%	62%	32%
2017	100%	72%	28%	60%	40%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	61%	37%	56%	42%
2017	100%	61%	39%	53%	47%
Compare		-2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	43	41	32	55	53	31	59			
ELL	20	57	54	33	57	43	40	42			
ASN	78	71	60	85	72	64	74	85	66		
BLK	53	58	48	51	52	47	62	79	56		
HSP	60	61	56	66	63	57	63	78	72		
MUL	62	65	71	70	65	59	68	82	72		
PAC	77	62		69	69						
WHT	67	63	55	71	68	65	76	86	68		
FRL	54	58	50	55	55	48	59	79	50		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	42	41	23	39	35	28	47	58		
ELL	26	41	37	33	43	32	44	27			
ASN	67	55	69	75	64	67	73	91	69		
BLK	47	51	44	51	56	51	49	71	44		
HSP	54	51	43	54	53	35	55	71	52		
MUL	54	53	50	62	59	56	71	68	68		
PAC	55	40		67	45						
WHT	61	56	47	69	59	47	70	83	53		
FRL	44	51	45	48	52	45	49	69	34		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Positive Behavior Support Strategies
Rationale	If positive behavior support strategies are implemented and practiced across all grade levels, an increase in desired student behavior will occur.
Intended Outcome	An increase in desired student behavior
Point Person	Christy Graham (christy.graham@myoneclay.net)
Action Step	
Description	Foundations training, Connect and Correct Workshop, 3C's Male Mentor Program, Parent Involvement Program
Person Responsible	Christy Graham (christy.graham@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Student/parent climate surveys, discipline data, teacher feedback
Person Responsible	Christy Graham (christy.graham@myoneclay.net)
Activity #2	
Title	Content area teachers incorporating intervention strategies to realize gains in Reading
Rationale	If content area teachers incorporate targeted intervention strategies and blended learning tools across the content areas then all groups will realize gains in reading.
Intended Outcome	Students will realize gains in reading
Point Person	Kristin Rousseau (kristin.rousseau@myoneclay.net)
Action Step	
Description	District Framework structure, Achieve 3000, AVID, Reading Interventionist, Accelerated Reader, Common Planning, utilize whole group PD for training with focus on Literacy and the Four Principals of Effective Instruction
Person Responsible	Kristin Rousseau (kristin.rousseau@myoneclay.net)
Plan to Monitor Effectiveness	
Description	To ensure the effectiveness of the goal of increased student achievement, student work samples and lesson plans will be collected and reviewed. Classroom observations and Learning Walks will be conducted, Administration will attend Collaborative meetings between teachers.
Person Responsible	Kristin Rousseau (kristin.rousseau@myoneclay.net)

Activity #3

Title	Math teachers utilizing strategies for bottom quartile students to realize gains in math
Rationale	If math teachers utilize targeted instructional strategies/tools for the bottom quartile students and learners on the verge of proficiency then the groups will realize gains in math proficiency.
Intended Outcome	Gains in math proficiency
Point Person	Kathryn Green (kathryn.green@myoneclay.net)

Action Step

Description	Collaborative lesson planning and sharing of ideas and resources, AVID, Success Lab, Framework for Intentional Teaching through whole-group collaboration, tutoring before and after school by teachers
Person Responsible	Kathryn Green (kathryn.green@myoneclay.net)

Plan to Monitor Effectiveness

Description	Student work samples, Lesson Plans, I-Ready scores as well as other data, Learning Walks
Person Responsible	Kathryn Green (kathryn.green@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Oakleaf Junior High School depends on parental support and active participation in every aspect of our school's development. We have been fortunate to have many actively involved parents working alongside us, supporting our educational goals and objectives. Parents are involved in all aspects, from the Parent Volunteer Organization, the School Advisory Committee, OLJH athletics, Science fair judges, chaperoning field trips, health screens, school pictures, and a host of other volunteer opportunities. Our school website keeps interested parents informed of upcoming school events. Parents are encouraged to create a Focus account where they can view student grades, and attendance. At Open House parents are able to meet teachers and learn about teacher expectations and parents are encouraged to email teachers with any concerns. We maintain a FaceBook School connection as well as a large number of teachers maintain class websites. Additionally there are school specific updates on the OneClay app. (PIP is Title I Schools only)

PFEP Link

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

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.

Oakleaf ensures equitable learning environments for diverse students and their families. Our school fully utilizes three guidance counselors, incorporating guidance referrals from teachers, open-door policy with students and parents especially regarding conferences, and active involvement in social programs (ie. Red Ribbon week, Community Service programs, and Bully prevention). The Safe and Civil Schools Foundations team is used to refine safety needs, behavior management, and school climate on campus. Teachers and parents access up to date grade books, parent communication, and student records through the county provided Focus program. Our school based Military family liaison promotes communication between home and school for all deployed and active military families with programs such as Lunch Bunch. Positive Peer Interaction groups utilize the (SAP) Student Assistance Counselor through Clay Behavioral and other community referral services. Our school based Mental Health Counselor is available on a case by case basis for students with social and /or emotional needs that require a routine follow up. Teachers and counselors receive Suicide Prevention Training, QPR, to promote awareness of warning signs and community resources available. Our Yellow Jacket peer mentor program, (JAMS), focuses on supporting new students' positive assimilation into the Junior High culture. To foster a successful transition from elementary school, OLJHS initiated a one day Buzz Camp for 7th grade students during the summer break. The school social worker links school, family and community resources for students struggling with attendance, poor performance, and family issues. Oakleaf offers the 3C's Initiative (Courage, Character and Commitment) to a small group of selected boys for character building and mentoring.

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

Oakleaf Jr. High offers incoming seventh graders the opportunity to attend our Buzz Camp. Buzz Camp is a fun day of learning all about their new school while making new friends and getting to know teachers and junior high rules and routines. Our eighth grade students have the opportunity to attend high school Academy information sessions and visit the guidance offices at the local high schools. Teachers are available during new student orientation to meet students and explain the supplies needed. Our guidance counselors visit the fifth graders at local elementary schools to discuss expectations, classes and summer reading. Additionally, our neighboring high school brings in pertinent information regarding high school academies which affords 8th grade students smooth transition to next level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams.

Professional Development is offered and attendance is strongly encouraged in each of the following areas: Framework for Intentional Teaching, MTSS initiation and management, ESOL learning strategies, Digital Classroom Resources, Writing across the curriculum with specific training on the FSA writing rubric.

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

AVID (Advancement Via Individual Determination) will be implemented this year. AVID is a program that places a premium on focused note taking, organization, teamwork, goal setting and study strategies. Take Stock in Children college scholarships, Industry Certifications in Agriculture, Keyboarding-CTE, Future Farmers of America, Health and Consumer Science, Fellowship of Christian Athletes, Athletic Sponsors, Yearbook, Band, Chorus, Student Council, National Jr. Honor Society, Science Fair, Future Business Leaders of America, 3C's (Male Enrichment Program) are other avenues for college and career awareness.

Part V: Budget

Total:	\$0.00
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