

Clay County Schools

Orange Park Junior High School



2020-21 Schoolwide Improvement Plan

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Orange Park Junior High School

1500 GANO AVE, Orange Park, FL 32073

<http://opj.oneclay.net>

Demographics

Principal: Tania Auguste

Start Date for this Principal: 9/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: B (57%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	Yes	83%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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.

The mission and primary purpose of Orange Park Junior High School, along with parents and community members, is to make student learning our chief priority in a safe and physically comfortable environment where students are valued individuals with unique physical, social, emotional and intellectual needs.

Provide the school's vision statement.

We believe that teachers, parents, and the community share the responsibility for the support of the school's mission. We believe that all students can learn. We believe that students learn in different ways. We believe a student's self-esteem is enhanced by positive relationships. We believe students learn best when they are actively in the learning process.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Faulkner, Justin	Principal	<p>Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and</p>

Name	Title	Job Duties and Responsibilities
		curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.
Tucker, Janice	Assistant Principal	The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.
Burke, Eric	Teacher, K-12	Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.
Cheatwood, Cynthia	Teacher, K-12	Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.
Hayes, Caitlyn	Dean	The Dean of Discipline and School Culture will bridge the student-faculty relationship through research-based techniques and strategies. The Dean will also assist leadership in the development and implementation of strategies designed to promote a positive learning environment. In addition, The Dean will foster positive public relations, effective conferencing and communication with parents, students, and teachers.
Johnson, Tabitha	Teacher, K-12	Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal

Name	Title	Job Duties and Responsibilities
		<p>enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.</p>
Occhiogrosso, Sheila	Teacher, K-12	<p>Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.</p>
Fish, Deborah	Teacher, K-12	<p>Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.</p>
Kivett, Mary	School Counselor	<p>Plan and develop the school counseling program of the school. Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal. Provide assistance to students and parents in educational and occupational planning for the student. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. May serve as a consultant for ESE screenings, staffing, and follow-up procedures. Provide placement services to students by assisting them in making appropriate choices of</p>

Name	Title	Job Duties and Responsibilities
		<p>school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. 8. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal. Twelve (12) Month counselors may be responsible for supervising the school counseling department and implementing the guidance program.</p>
Schoeninger, Debra	Other	<p>ESE Support Facilitator- The teacher is responsible directly to the Principal. He/she provides for the instruction, supervision, and evaluation of assigned students on an as needed basis. He/she supports both general education and ESE teachers. He/she serves in a staff relationship with other teachers and supports and promotes ESE inclusion activities.</p>
Hair, Glenn	Teacher, K-12	<p>Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations). 8. Exhibit good judgement with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.</p>
Freeman, Josh	Assistant Principal	<p>The assistant principal/vice is directly responsible to the school principal. He/she serves in a staff relationship with other assistant administrators in the school. Assume all administrative duties in the absence of the principal. Assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.</p>
Lester, Shelley	Instructional Coach	<p>The Instructional coach will focus primarily on new teachers (within 3 years at OPJH) to improve instructional planning, delivery, data analysis, and student outcomes. Research has shown that the top four factors that impact student achievement are: classroom management, teaching for learning, home and parent involvement, and believing that all students can learn (Hattie, 2010). The instructional coaches' work will strengthen</p>

Name	Title	Job Duties and Responsibilities
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each of these factors and is expected to translate into increased academic success.

Demographic Information

Principal start date

Tuesday 9/1/2020, Tania Auguste

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%)

	2016-17: B (57%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	321	319	0	0	0	0	640	
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	2	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	73	55	0	0	0	0	128	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	62	52	0	0	0	0	114	

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/2/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	405	387	0	0	0	0	792
Attendance below 90 percent	0	0	0	0	0	0	0	49	47	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	21	18	0	0	0	0	39
Course failure in ELA or Math	0	0	0	0	0	0	0	40	56	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	0	0	0	80	123	0	0	0	0	203

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	405	387	0	0	0	0	792
Attendance below 90 percent	0	0	0	0	0	0	0	49	47	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	21	18	0	0	0	0	39
Course failure in ELA or Math	0	0	0	0	0	0	0	40	56	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	0	0	0	80	123	0	0	0	0	203

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	61%	54%	56%	60%	52%
ELA Learning Gains	51%	58%	54%	56%	58%	54%
ELA Lowest 25th Percentile	33%	49%	47%	39%	45%	44%
Math Achievement	56%	69%	58%	58%	69%	56%
Math Learning Gains	50%	63%	57%	53%	65%	57%
Math Lowest 25th Percentile	46%	56%	51%	46%	53%	50%
Science Achievement	60%	66%	51%	52%	60%	50%
Social Studies Achievement	76%	81%	72%	77%	81%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)		Total
	7	8	
	(0)	(0)	0 (0)

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
07	2019	52%	59%	-7%	52%	0%
	2018	52%	54%	-2%	51%	1%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	59%	62%	-3%	56%	3%
	2018	59%	67%	-8%	58%	1%
Same Grade Comparison		0%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	20%	63%	-43%	54%	-34%
	2018	34%	58%	-24%	54%	-20%
Same Grade Comparison		-14%				
Cohort Comparison						
08	2019	40%	49%	-9%	46%	-6%
	2018	33%	52%	-19%	45%	-12%
Same Grade Comparison		7%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	59%	64%	-5%	48%	11%
	2018	60%	67%	-7%	50%	10%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	80%	-5%	71%	4%
2018	74%	78%	-4%	71%	3%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	65%	25%	61%	29%
2018	91%	66%	25%	62%	29%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	64%	30%	57%	37%
2018	95%	61%	34%	56%	39%
Compare		-1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	40	34	30	49	46	27	58			
ELL	22	44	35	23	41	38	17	41			
ASN	81	65		81	65		85	92	88		
BLK	41	41	29	38	46	42	41	60	73		
HSP	57	55	38	56	47	40	54	78	77		
MUL	53	46	29	53	57	53	51	72	80		
WHT	66	56	37	65	50	51	75	82	78		
FRL	47	44	32	45	47	41	45	69	72		
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	27	44	37	30	39	26	35	39			
ELL	7	23	22	24	55	68	13	30			
ASN	70	63		79	61		77		100		
BLK	42	45	29	37	36	31	54	66	67		
HSP	55	51	34	50	43	46	58	71	71		
MUL	41	39	23	38	43	39	52	73	69		
WHT	69	62	43	65	50	46	72	82	81		
FRL	50	48	35	46	42	37	56	71	67		
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	21	36	28	25	44	43	24	42	54		
ELL	17	30	21	30	39	33		41			
ASN	65	54		77	62		79	83	85		
BLK	43	53	44	37	47	45	36	70	67		
HSP	46	50	34	53	54	51	37	72	68		
MUL	68	69		68	62		47	73	80		
WHT	66	60	36	71	53	47	67	84	80		
FRL	48	55	39	48	49	44	45	73	68		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest-performing data component was ELA in Learning Gains, as well as the Lowest 25th Percentile. SWD students decreased in gains in both reporting areas however they increased proficiency. Our FRL students decreased in proficiency and in gains.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was seen in ELL Math Gains. Either insufficient support was provided in math courses and/or students weren't scheduled appropriately.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 7 Math had a -34% gap between the school and the state. Students were inappropriately scheduled into pre-Algebra as opposed to M/J Math 2.

Which data component showed the most improvement? What new actions did your school take in this area?

SWD students increased from 26 percent lower 25% gain to 46 percent and a ten-point increase in overall gains. These students were scheduled with a high impact teacher that worked with small group instruction providing tier 2 and 3 instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

203 students have scored a level 1 on at least 1 state assessment. Also, 96 students have failed 1 or both ELA and Math prior to the 19-20 school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase percentage in ELA gains for all students, both overall and L25%
2. ELL Student Support in Mathematics
3. Students with Disabilities Support in making gains in ELA
4. Increase Science Achievement for Black students
5. Increase FRL students Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: By focusing on raising student growth across ELA, we should see improvement in all three reporting areas: proficiency, gains, L25 gains. In addition, we will focus on the SWD and ELL subgroups.

Measurable Outcome:
 Raise ELA proficiency to 59% (up from 57%)
 Raise ELA gains to 55% (up from 51%)
 Raise ELA L25% gains to 40% (up from 33%)
 Raise SWD ELA L25% gains to 39% (up from 34%)
 Raise ELL ELA L25% gains to 51% (up from 46%)

Person responsible for monitoring outcome:
 Justin Faulkner (justin.faulkner@myoneclay.net)

Evidence-based Strategy:
 Utilizing district support in professional development. Increase in collaborative lesson planning, using formative data to monitor student progress.

Rationale for Evidence-based Strategy:
 Utilizing district support will help align expectations and outcomes to district initiatives. We will be able to track the entire cohort of students based on data derived from common assessments which will allow us to update our planning process to meet the needs of students as those needs emerge. In addition, new Title I Counselor and instructional coach will work closely with cohort of students based on this data.

Action Steps to Implement

1. Align schedules to meet with ELA team each week
2. Create PD plan with district-level support
3. Create goal as department that is rooted in data-driven needs
4. Conduct regular walkthroughs with coaching support
5. ESE Facilitators will mainstream to support SWD subgroups through classroom push in and small group instruction.
6. Review benchmark assessments to monitor progress and reevaluate as necessary

Person Responsible Justin Faulkner (justin.faulkner@myoneclay.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	Increase Gains and Proficiency in Math students. Our students greatly underperform in math in comparison to the district and the state. In addition, we will focus on the SWD and ELL subgroups.
Description and Rationale:	
Measurable Outcome:	<p>Raise Overall Math Proficiency from 56% to 58%</p> <p>Raise Overall Math Learning Gains from 50% to 52% (focus on ELL students)</p> <p>Raise Lowest Quartile Math Learning Gains from 46% to 51% (focus on SWD students)</p> <p>Raise Lowest Quartile Math Learning Gains from 38% to 43% (focus on ELL students)</p>
Person responsible for monitoring outcome:	Josh Freeman (joshua.freeman@myoneclay.net)
Evidence-based Strategy:	Utilizing district support in professional development. Increase in collaborative lesson planning, using formative data to monitor student progress.
Rationale for Evidence-based Strategy:	Utilizing district support will help align expectations and outcomes to district initiatives. We will be able to track the entire cohort of students based on data derived from common assessments which will allow us to update our planning process to meet the needs of students as those needs emerge. Include ESOL support heavier in math as opposed to just ELA push-in. In addition, new Title I Counselor and instructional coach will work closely with cohort of students based on this data.

Action Steps to Implement

1. Align schedules to meet with Math team each week
2. Create PD plan with district-level support
3. Create a goal as a department that is rooted in data-driven needs
4. Conduct regular walkthroughs with coaching support
5. ESE Facilitators will mainstream to support SWD through classroom push in and small group instruction.
6. Review benchmark assessments to monitor progress and reevaluate as necessary

Person Responsible Josh Freeman (joshua.freeman@myoneclay.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The additional School Counselor will consult with teachers, parents, and staff to enhance their effectiveness in helping students with their educational needs as well as provide appropriate counseling for individual students or families such as grief, trauma, or emotional/behavioral issues.

The Instructional coach will focus primarily on new teachers (within 3 years at OPJH) to improve instructional planning, delivery, data analysis, and student outcomes. The instructional coaches' work will strengthen each of these factors and is expected to translate into increased academic success.

ESE Facilitators have now been mainstreamed into classrooms to work with teachers, as well as pulling small groups to target specific cohorts of students through content areas.

In order to target and support our ELL population in regards to achievement and gains, we increased the ESOL Classroom Assistants (ELL Assistant) from one to two. This will assist teachers and students to decrease the learning gap.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through the addition of three new roles at the school, Orange Park Junior High School will build a strong positive school culture and environment. The three roles are 1) Dean of Discipline and School Culture 2) School Counselor 2) Instructional Coach for New Teachers.

The Dean of Discipline and School Culture will bridge the student-faculty relationship through research-based techniques and strategies. The Dean also assists leadership in the development and implementation of strategies designed to promote a positive learning environment. In addition, The Dean will foster positive public relations, effective conferencing and communication with parents, students, and teachers.

The additional School Counselor will consult with teachers, parents, and staff to enhance their effectiveness in helping students with their educational needs as well as provide appropriate counseling for individual students or families such as grief, trauma, or emotional/behavioral issues. This role also includes facilitating small groups to assist with gaps in learning, especially with lower quartile students in conjunction with the instructional supports in place in the classroom. OPJH will participate in monthly professional development focused and designed to increase efficacy in parent/family communication and partnership to ensure

student academic success.

The Instructional Coach will focus primarily on new teachers (within 3 years at OPJH) to improve instructional planning, delivery, data analysis, and student outcomes. Research has shown that the top four factors that impact student achievement are: classroom management, teaching for learning, home and parent involvement, and believing that all students can learn (Hattie, 2010). The instructional coaches' work will strengthen each of these factors and is expected to translate into increased academic success.

OPJ creates a positive school culture and environment through many avenues. Up-to-date information about events are maintained through several social media outlets including Facebook, Twitter, Instagram as well as a school website. In addition monthly Newsletters are sent to the parents and are posted on the various social media outlets available.

Parents are encouraged to become involved with the School Advisory Committee (SAC). All are welcome to attend and provide feedback and reflect on happenings in the school. SAC meetings are held monthly at 6:00PM to accommodate working parents who wish to participate. The meetings will be held on different days of the week to accommodate the various schedules of parents. SAC's makeup is reflective of the community and school population. It includes business partners, one support staff, one instructional faculty member, an administrator, and 6 parents. While these are the voting members if a decision must be made requiring a vote.

The Parent and Family Engagement Plan was developed with parents and parents have had an opportunity to provide feedback about the plan. Each spring, the SAC committee will review the current plan and make revisions as they see necessary. The SAC will provide guidance as to how to use the PFEP budget through surveys about ways to best support the students at OPJ.

OPJ coordinates with the local high school to help students make choices about their academic and elective courses for ninth grade.

Parent Family and Engagement Plan (PFEP) Link

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