

Clay County Schools

# Orange Park Junior High School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>25</b>

# 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: 7/21/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 7-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (56%) 2017-18: B (55%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>25</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

### School Board Approval

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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	Position Title	Job Duties and Responsibilities
Auguste, Tania	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 curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.</p>



Name	Position Title	Job Duties and Responsibilities
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.
Hayes, Caitlyn	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.
Allison, Arthur	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.
Goodman, Kaitlyn	School Counselor	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 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.
Renfro, Robert	Instructional Coach	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).

Name	Position Title	Job Duties and Responsibilities
		The instructional coaches' work will strengthen each of these factors and is expected to translate into increased academic success.

## Demographic Information

### Principal start date

Wednesday 7/21/2021, 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

**Total number of students enrolled at the school**

673

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

### Demographic Data

## Early Warning Systems

### 2021-22

**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	338	335	0	0	0	0	673	
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	0	0	0	0	0	0	0	0	11	0	0	0	0	11	
Course failure in Math	0	0	0	0	0	0	0	0	12	0	0	0	0	12	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	73	55	0	0	0	0	128	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	62	52	0	0	0	0	114	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	6	7	0	0	0	0	13	

#### 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	6	7	0	0	0	0	13

#### 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 7/21/2021

#### 2020-21 - 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	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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	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	0	73	55	0	0	0	0	128
Level 1 on 2019 statewide Math assessment	0	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	

**2020-21 - 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	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		

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	61%	54%	57%	62%	53%
ELA Learning Gains				51%	58%	54%	54%	60%	54%
ELA Lowest 25th Percentile				33%	49%	47%	35%	48%	47%
Math Achievement				56%	69%	58%	53%	67%	58%
Math Learning Gains				50%	63%	57%	45%	60%	57%
Math Lowest 25th Percentile				46%	56%	51%	39%	50%	51%
Science Achievement				60%	66%	51%	64%	69%	52%
Social Studies Achievement				76%	81%	72%	75%	80%	72%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	52%	59%	-7%	52%	0%
Cohort Comparison						
08	2021					
	2019	59%	62%	-3%	56%	3%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	20%	63%	-43%	54%	-34%
Cohort Comparison						
08	2021					
	2019	40%	49%	-9%	46%	-6%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	59%	64%	-5%	48%	11%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	72%	-72%	67%	-67%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	80%	-5%	71%	4%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	90%	65%	25%	61%	29%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	94%	64%	30%	57%	37%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The 2020-2021 school year progress monitoring was implemented through district created Performance Matters exams. Baseline, quarterly, midterm, and baseline rechecks were utilized. Moving forward to the 2021-2022 school year, Progress Monitoring will also be included in Synergy.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	42	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	47	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	69	73
Civics	Economically Disadvantaged	0	0	0
	Students With Disabilities	20	56	57
	English Language Learners	33	58	45

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	63	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	24	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	0
Science	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	0
	Economically Disadvantaged	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	28	22	28	33	37	31	47	21		
ELL	32	43	43	27	39	56	27	69	40		
ASN	75	67		56	40		82		47		
BLK	37	43	29	27	23	26	29	56	46		
HSP	46	54	48	41	26	30	50	65	52		
MUL	44	41	27	38	18	25	53	70	57		
WHT	52	45	35	48	30	38	61	78	49		
FRL	40	42	35	37	29	30	43	65	44		
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			



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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
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	33
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The trends that have emerged from 2019, 2021, and Progress Monitoring data shows a decline. The percentage of level 3 proficiency and above in ELA and Math demonstrate this drop. While subgroups of ELL and SWD students show fluctuation of growth and decline, this area has received more support which explains movement in numbers. Specifically progress monitoring showed a significantly low percentage of students coming into the 8th grade at proficiency at 4% compared to 7th grade entering at 35%

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest area of improvement is ELA and Math Lower Quartile (Lowest 25%). Based off of 2019, 2021, and Progress Monitoring, either low proficiency on FSA or lack of consistent and supportive data in progress monitoring demonstrates the need to focus on these two areas. Additionally, we are looking at the gap between entering 7th and 8th grade.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

High teacher turnover during the last school year particularly in Math, large number of OCO students last year, and lack of progress monitoring participation contributes to this need. In order to address this area, full participation of progress monitoring from each department, structured and consistent PLC groups, and a focus on following and aligning to the curriculum guides will need to be followed to help improve these areas.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our SWD population had the most improvement in Civics. There was an increase of 39% to 48% in FSA by 2019 and a growth of 1% in Progress Monitoring for 2020-21.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor is the increase of Support Facilitation in classes. We have incorporated more Support Facilitators to push into various subjects to support our SWD students. Pulling small groups as needed.

#### What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning the following will be implemented:

- 1.) Strong and consistent PLC's
- 2.) Increased Administrative Walkthroughs
- 3.) Implement before and afterschool tutoring

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers and Administration are participating in PLC professional development. Continued support in working with district personnel.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

District personnel support weekly. Calibrated Administrative walkthroughs with district curriculum coaches.

### 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%)

**Monitoring:**  
 Increased Administrative walkthroughs  
 Monitored PLC  
 Progress Monitoring Assessments

**Person responsible for monitoring outcome:**  
 Tania Auguste (tania.auguste@myoneclay.net)

**Evidence-based Strategy:**  
 Utilizing district support in professional development. Increase in collaborative lesson planning, using formative data to monitor student progress.  
 Chromebooks 1-1  
 PD on small group instruction  
 PD book: "Visible Learning for Literacy"  
 IB Coordinator  
 Data meetings

**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. Increased walkthroughs will monitor progress.

**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** Tania Auguste (tania.auguste@myoneclay.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	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.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	<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>
<b>Monitoring:</b>	<p>Increased Administrative walkthroughs</p> <p>Monitored PLC</p> <p>Progress Monitoring Assessments</p>
<b>Person responsible for monitoring outcome:</b>	Caitlyn Hayes (caitlyn.hayes@myoneclay.net)
<b>Evidence-based Strategy:</b>	<p>Utilizing district support in professional development. Increase in collaborative lesson planning, using formative data to monitor student progress.</p> <p>Chromebooks</p> <p>PD on small group instruction</p> <p>PD book: "Visible Learning for Mathematics"</p> <p>Laptop and docking station for Math Coach</p> <p>Data meetings</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>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 Math instructional coach will work closely with cohort of students based on this data.</p>

**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** Caitlyn Hayes (caitlyn.hayes@myoneclay.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Our focus is to improve and cultivate a more positive school culture on campus specifically through social and emotional learning. After reviewing school discipline data, there is a need for more preventative strategies to decrease discipline referrals and increase the amount of time in class. This will be measured through defiance/disrespect referrals decreasing by 5%.

**Measurable Outcome:** Our goal is to decrease the amount of time spent out of class by lowering the amount of defiance/disrespect referrals by 5% this school year.

**Monitoring:** This will be monitored through Synergy referral numbers and the number of student/guidance mediations. The goal is for guidance to intervene with negative student behavior and provide restorative measures prior to the need of referrals.

**Person responsible for monitoring outcome:** Caitlyn Hayes (caitlyn.hayes@myoneclay.net)

**Evidence-based Strategy:**

- 1) Increase student referrals to guidance when student poses defiant behavior.
- 2) Utilize 7 Mindsets in the classrooms
- 3) Teacher positive praise via PBIS postcards home
- 4) Increase preventative classroom management strategies through PBIS support

**Rationale for Evidence-based Strategy:** Through PBIS supports and student counseling, preventative strategies and problem solving skills will be taught to students. Increasing self regulating behavior when students have the opportunity to de-escalate and talk through their emotions will help change classroom behaviors over time.

**Action Steps to Implement**

Increase student referrals to guidance when student poses defiant behavior  
 Utilize 7 Mindsets in the classrooms  
 Teacher positive praise via PBIS postcards home  
 Increase preventative classroom management strategies through PBIS support

**Person Responsible** Caitlyn Hayes (caitlyn.hayes@myoneclay.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our primary concern on campus is to focus on and lower the amount of defiance/disrespect, insubordination, and violation of classroom rules referrals. These discipline incidents led to increased student suspensions. When comparing the numbers to the state averages, we are ranked high at #332 out of 553 in the state and #4 out of 6 in the country. Through developing schoolwide expectations, stronger support for newer teachers, and an increase in PBIS strategies, we hope to lower these numbers for the 2021-2022 school year.**



## 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.

Orange Park Junior High School will build a strong positive school culture and environment. The two roles are 1) Dean of Discipline and School Culture and 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 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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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. There will be an Annual Title I meeting held in August, and three additional Parent and Family Engagement Events held during the school year. 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. At the Annual Meeting, input and feedback was provided by stakeholders concerning stabilizing meeting days, creating additional tutoring opportunities, and increasing



communication to include emails, texts, in addition to RoboCalls. 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 our feeder schools to provide an incoming 7th grade orientation for both students and parents. This event allows for students to get familiar with the campus and be better prepared for their transition to Junior High. OPJ also coordinates with the local high school to help students make choices about their academic and elective courses for ninth grade.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00