# Orange Park Junior High School



**2022-23 Schoolwide Improvement Plan**

## Table of Contents

# 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

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>7-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (46%)<br><br>2018-19: B (56%)<br><br>2017-18: B (55%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | [Cassandra Brusca](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | ATSI |
| * 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.](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) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Middle School 7-8 | Yes | 100% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 64% |

## School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | C | | 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**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Auguste, Tania | Principal | 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. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Martin, Aleatha | Instructional Coach | The Instructional coach will focus primarily on new teachers (within 3 years at OPJH) and the ELA/Reading Department 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 increase academic success. |
| Allison, Arthur | 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. |
| Jewell, Jessica | 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. |
| Graham, Christy | 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. |
| Shaw, Hilary | 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 |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
|      |                | Principal. Twelve (12) Month counselors may be responsible for supervising the school counseling department and implementing the guidance program. |

## Demographic Information

**Principal start date**

Wednesday 7/21/2021, Tania Auguste

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

16

**Total number of teacher positions allocated to the school**

46

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

743

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

10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

13

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 388 | 355 | 0 | 0 | 0 | 0 | 743 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 229 | 229 | 0 | 0 | 0 | 0 | 458 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 | 0 | 0 | 0 | 0 | 110 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 0 | 0 | 0 | 26 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 0 | 0 | 0 | 0 | 85 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 0 | 0 | 0 | 0 | 80 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 6 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 0 | 319 | 0 | 0 | 0 | 0 | 319 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| 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**

Monday 9/26/2022

**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 | 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 | |

**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 | 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 | | |

## 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 48% | 56% | 50% | | | | 57% | 61% | 54% |
| ELA Learning Gains | 43% | | | | | | 51% | 58% | 54% |
| ELA Lowest 25th Percentile | 32% | | | | | | 33% | 49% | 47% |
| Math Achievement | 47% | 33% | 36% | | | | 56% | 69% | 58% |
| Math Learning Gains | 43% | | | | | | 50% | 63% | 57% |
| Math Lowest 25th Percentile | 39% | | | | | | 46% | 56% | 51% |
| Science Achievement | 45% | 64% | 53% | | | | 60% | 66% | 51% |
| Social Studies Achievement | 66% | 59% | 58% | | | | 76% | 81% | 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 | 2022 | | | | | |
| | 2019 | 52% | 59% | -7% | 52% | 0% |
| Cohort Comparison | | | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 59% | 62% | -3% | 56% | 3% |
| Cohort Comparison | | -52% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2022 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2019 | 20% | 63% | -43% | 54% | -34% |
| Cohort Comparison | | | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 40% | 49% | -9% | 46% | -6% |
| Cohort Comparison | | -20% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 59% | 64% | -5% | 48% | 11% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | 0% | 72% | -72% | 67% | -67% |
| **CIVICS EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | 75% | 80% | -5% | 71% | 4% |
| **HISTORY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | | | | | |
| **ALGEBRA EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |
| 2019 | 90% | 65% | 25% | 61% | 29% |
| **GEOMETRY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2022 | | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 94% | 64% | 30% | 57% | 37% |

## Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 26 | 35 | 35 | 30 | 37 | 30 | 26 | 34 | 33 | | |
| ELL | 30 | 37 | 32 | 36 | 51 | 36 | 8 | 45 | | | |
| ASN | 88 | 69 | | 63 | 56 | | | | 55 | | |
| BLK | 33 | 40 | 30 | 36 | 39 | 34 | 28 | 59 | 58 | | |
| HSP | 47 | 37 | 26 | 45 | 43 | 39 | 44 | 63 | 50 | | |
| MUL | 48 | 47 | 60 | 48 | 39 | 30 | 48 | 75 | | | |
| WHT | 58 | 45 | 32 | 57 | 45 | 50 | 55 | 73 | 54 | | |
| FRL | 40 | 39 | 32 | 43 | 40 | 38 | 41 | 63 | 53 | | |
| **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 | | | |
| 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 | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |

| ESSA Federal Index | |
|---|---|
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 40 |
| Total Points Earned for the Federal Index | 458 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 32 |
| 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 | 35 |
| 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 | 66 |
| 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 | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 44 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |

| Hispanic Students | |
|---|---|
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 49 |
| 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 | 52 |
| 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 | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Part III: Planning for Improvement

**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 within the past three years have shown a decline in proficiency. ELA Achievement has declined 9% from 57% to 48%. Math Achievement has also declined 9% from 56% to 47%. Science Achievement has declined 15% from 60% to 45% and SS Achievement has declined 10% from 76% to 66%. Focused subgroups (SWD, ELL, BLK/AA) has a fluctuation of growth and decline. Subgroup SWD showed growth in ELA and Math Achievement, by increasing 2% in both ELA and Math. Subgroup ELL showed growth in Math Achievement, increasing by 9% but declined in ELA, Science, and SS. Subgroup BLK/AA showed growth in Math and SS, increasing by 9% and 3% but a decline in ELA and Science by 4% and 1%.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on data components, such as Florida State Assessment, the F.A.S.T. Progress Monitoring, and/or EOC assessments, the greatest need for improvement is in ELA, Math, and Science. Overall proficiency for ELA was 48%, 47% in Math, and 45% in Science.

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

Contributing factors to these needs include a high teacher turnover from the 21' - 22' to the 22' - 23' school year, long term substitutes in both ELA and Math classes, as well as, low attendance rate. In order to address the needs for improvement in ELA, Math, and Science, OPJ will conduct data meetings throughout the school year to identify and address struggling standards/students, structured and consistent Professional Learning Communities, and productive walkthroughs with immediate feedback on strengths and needs of improvement.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Subgroup SWD showed the most improvement, based off of progress monitoring and 2022 state assessments. There was an increase in ELA and Math by 2% from 24% to 26% in ELA and 28% to 30% in Math.

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

Contributing factors to this improvement in Subgroup SWD was Support Facilitation in both ELA and Math classes. Support Facilitators either pushed in or pulled out students identified in Subgroup SWD to supplement their learning in a small group setting.

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

Strategies to be implemented in order to accelerate learning will be consistent and beneficial data meetings to address misconceptions and discuss ways to improve, productive and targeted Professional Developments that address small group expectations, and offer and implement before and after school tutoring to all students.

**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.**

Professional Development opportunities that will be provided to support teachers and leaders include Small Group Professional Development through the lens of District Personnel, focused Professional Development on targeting support in Math, ELA, and Science.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include providing teachers and leaders with consistent support to better serve the students in their learning through walkthroughs, Professional Developments, coaching cycles with mentors, data meetings, and boosting staff culture.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to our School Data Review for the 2021-2022 FSA data, 48% of students scored as proficient in ELA. This is a 1% point increase from the 47% proficient in 2020 - 2021; however, we are still coming in under our 2020 - 2019 proficiency score of 57%. ELA Learning Gains also declined from 46% to 43% and our Lower Quartile declined from 35% to 32%.<br>When we analyzed the data, OPJH notices that our greatest area for improvement is in Reading Comprehension. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on FSA data, we have an opportunity for growth in Reading, specifically Reading Comprehension.<br>By using the strategies and action plan described below, we will increase our overall proficiency in Reading Comprehension from 48% to 54% by the end of the 2022-2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored through formative assessments analyzed in ELA/Reading data meetings, addressed and targeted plans during Professional Learning Communities, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement.<br>Data sources that will be used to analyze student performance include Achieve3000 Benchmark Data (three times a year), Lexia (weekly progress monitoring online system), and analyzing with administration at quarterly data meetings. |
| **Person responsible for monitoring outcome:** | Tania Auguste (tania.auguste@myoneclay.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented** | To improve proficiency in ELA, OPJ will focus on small group instruction that will focus on specific and targeted standards for improvement, direct-explicit instruction that will allow teachers to focus specifically on reading comprehension strategies, use visual representations that will allow visual learning students to use their skill for learning and assist with Reading Comprehension, frequent student practice with assisted devices to allow for students to practice skills leading to Reading Comprehension proficiency. Additionally, provide programs outside of the regular school day such as tutoring to assist struggling and proficient students with additional practice, and immediate feedback to provide teachers with constructive criticism to support student growth. |

**for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Small group instruction: "The key is training and collaboration among all personnel who provide instruction to English Learners and struggling students"--Small Group Instruction training will lead to students receiving targeted lessons on struggling standards/skills.

Direct-explicit instruction: "Teachers should provide adolescents with direct and explicit instruction in comprehension strategies to improve students' knowledge on a specific standard/skill."--Teaching students directly how to use strategies to better understand the concept at hand.

Frequent Student Practice: Providing effective practice opportunities that are both guided and independent helps students develop proficiency.

Provide Additional Programs Outside of the Regular School Day: Achievement improves when there is a combination of academic and social focus. Implementation practices for success include selecting qualified staff, providing individualized attention and supports to students, and monitoring program performance.

Immediate Feedback: Provide teachers with the opportunity to see where they can improve within a specific amount of time.

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase in Small Group Instruction targeting strategies and skills related to Reading Comprehension.
--teachers participate in small group Professional Development
-- Small Group Instruction will be flexible and will change as students become more proficient in Reading Comprehension.
--use data to monitor progress and create targeted small groups
--utilize engaging supplemental reading materials to increase Reading Comprehension through small group/whole group instruction.

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

Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/ skills and determine action steps to assist those students.
--Target Lower Quartile students through before school and after school (focus on Reading Comprehension and other struggling standards/skills).
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress Monitoring assessment (F.A.S.T Assessment).

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

Collaborative lesson planning through common planning opportunities--follow ups through Professional Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative planning, professional development, and content PLC work

**Person Responsible**    Jasmine Gordon (jasmine.gordon@myoneclay.net)

Teachers will model explicitly how to break-down a text, annotate, and then summarize to grow in Reading Comprehension (using supplemental reading materials that cross-content so students are exposed to different subjects).
--Utilize Achieve3000 articles to practice close reading skills to assist with comprehension.
--Use visual models to represent strategies used to increase Reading Comprehension

**Person Responsible**   Jasmine Gordon (jasmine.gordon@myoneclay.net)

Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students and provide parents and families with academic resources to use at home.

**Person Responsible**   Jasmine Gordon (jasmine.gordon@myoneclay.net)

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to our School Data Review for the 2021-2022 FSA data, 47% of students scored as proficient in Math. This is a 7% point increase from the 40% proficient in 2020 - 2021; however, we are still coming in under our 2020 - 2019 proficiency score of 56%. When we analyzed the data, OPJH notices that our greatest area for improvement is in Algebraic Reasoning. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on FSA data, we have an opportunity for growth in Math. By using the strategies and action plan described below, we will increase our overall proficiency in Algebraic Reasoning from 47% to 52% by the end of the 2022-2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored through formative assessments in Math data meetings, addressed and targeted plan during Professional Learning Communities, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement. Data sources that will be used to analyze student performance include Aleks (progress monitoring tracker), IReady (Universal Screeners), and analyzing with administration at quarterly data meetings. |
| **Person responsible for monitoring outcome:** | Tania Auguste (tania.auguste@myoneclay.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented** | To improve proficiency in Math, OPJ will focus on small group instruction that will focus on specific and targeted standards for improvement, teacher modeling that will allow teachers to focus specifically on algebraic reasoning strategies, use visual representations that will allow visual learning students to use their skill for learning and assist with Algebraic Reasoning, frequent student practice with assisted devices to allow for students to practice skills leading to Algebraic Reasoning proficiency. Additionally, provide programs outside of the regular school day such as tutoring to assist struggling and proficient students with additional practice, and immediate feedback to provide teachers with constructive criticism to support student growth. |

| | |
|---|---|
| **for this Area of Focus.** | |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Small Group Instruction: "The key is training and collaboration among all personnel who provide instruction to English Learners and struggling students"--SGI training will lead to students receiving targeted lessons on struggling standards/skills.

Teacher Modeling: "Teachers should provide direct and explicit instruction in mathematical strategies to improve students' knowledge on a specific standard/skill."-- Teaching directly how to use strategies to better understand the concept at hand.

Frequent Student Practice: Providing effective opportunities that are both guided and independent helps students develop proficiency.

Provide Additional Programs Outside of the Regular School Day: Achievement improves when there is a combination of academic and social focus. Implementation practices for success include selecting qualified staff, providing individualized attention/supports to students, and monitoring program performance.

Immediate Feedback: Provide teachers with the opportunity to improve within a specific amount of time.

Visual Representations: The use of hands-on manipulatives to support student learning. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Increase in Small Group Instruction targeting strategies and skills related to Algebraic Reasoning.
--teachers participate in small group Professional Development
-- Small Group Instruction will be flexible and will change as students become more proficient in Algebraic Reasoning
--use data to monitor progress and create targeted small groups
--utilize engaging supplemental reading materials to increase Algebraic Reasoning through small group/ whole group instruction

| **Person Responsible** | Tania Auguste (tania.auguste@myoneclay.net) |
|---|---|

Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/ skills and determine action steps to assist those students.
--Target Lower Quartile students through before school and after school (focus on Algebraic Reasoning and other struggling standards/skills).
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress Monitoring assessment (F.A.S.T Assessment).

| **Person Responsible** | Tania Auguste (tania.auguste@myoneclay.net) |
|---|---|

Collaborative lesson planning through common planning opportunities--follow ups through Professional Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative planning, professional development, and content PLC work

| **Person Responsible** | Marcia Chaney (marcia.chaney@myoneclay.net) |
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Teachers will model explicitly how to solve and understand problems focusing on Algebraic Reasoning (using supplemental materials that cross-content so students are exposed to different subjects).
--Utilize Aleks to practice Algebraic Reasoning skills/problems
--Use visual models to represent strategies used to increase understanding with Algebraic Reasoning

**Person Responsible**       Marcia Chaney (marcia.chaney@myoneclay.net)

Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students and provide parents and families with academic resources to use at home.

**Person Responsible**       Marcia Chaney (marcia.chaney@myoneclay.net)

| #3. Positive Culture and Environment specifically relating to Attendance | |
|---|---|
| **Area of Focus Description and Rationale:** <br> **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to 2022 Synergy data, Attendance was at 85.12%, which showed that students were not in attendance therefore leading to the decline in proficiency in ELA, Math, and Science. |

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| **Measurable Outcome:** <br> **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on Synergy data, we have an opportunity for growth in Attendance. <br><br> By using the strategies and action plan described below, we will increase our overall proficiency in Attendance from 85.12% to 90% by the end of the 2022-2023 school year. |
| **Monitoring:** <br> **Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored through Synergy reports (monthly) and PBIS implemented program to award positive attendance rates. |
| **Person responsible for monitoring outcome:** | Jessica Jewell (jessica.jewell@myoneclay.net) |
| **Evidence-based Strategy:** <br> **Describe the evidence-based strategy being implemented for this Area of Focus.** | To improve overall Attendance, OPJ will have meaningful two-way communication between the school and families, design and implement a safe environment, create teacher and student self-efficacy, an foster student expectation of success. <br><br> Meaningful Two-Way Communication: Teachers and School provide families with multiple opportunities for trusting relationships through open communication. |
| **Rationale for Evidence-based Strategy:** <br> **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Design a Safe Environment: Teachers create a physical environment that encourages learning, fosters positive interactions, creates a caring and safe atmosphere, and allows for accessibility. <br><br> Teacher and Student Self-Efficacy: Teachers and students build their confidence and belief that they can learn and teach to experience success. <br><br> Foster Student Expectation of Success: Teachers provide students with the opportunity to be successful through positive feedback, multiple learning opportunities, and the understanding that they can succeed. |

| Action Steps to Implement | |
|---|---|
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. | |

Share important information through Synergy, ROBO calls home (or individual calls), paper copies of information, parent/teacher conferences (discuss academic/behavioral concerns and growths), meetings with the Principal, information on school website and social media
--Provide agendas at meetings, designated and communicated time of meetings (school calendar)
--School Newsletter to share information

| **Person Responsible** | Tania Auguste (tania.auguste@myoneclay.net) |
|---|---|

Teachers send positive notes home (Wildcat Postcard)
--teachers create positive teacher-student relationships through positive communication, teacher

preparedness, and high expectations
--Create Wildcat signage that represents the expectations of OPJ

**Person Responsible** Jessica Jewell (jessica.jewell@myoneclay.net)

Teachers work towards understanding how to assist students in regulating their emotions while creating a safe environment at school.

**Person Responsible** Jessica Jewell (jessica.jewell@myoneclay.net)

Create an attendance success criteria that focuses on improving attendance
--3 days absence= teacher phone call home
--5 days absence= teacher completes form notify administration
--10 days absence= attendance (Student Success Team) meeting to work with families and determine cause of absences

**Person Responsible** Jessica Jewell (jessica.jewell@myoneclay.net)

| #4. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | According to our School Data Review for the 2021-2022 FSA data, 45% of students scored as proficient in Science. This is a 5% point decrease from the 50% proficient in 2020 - 2021; however, we are still coming in under our 2020 - 2019 proficiency score of 60%.<br>When we analyzed the data, OPJH notices that our greatest area for improvement is in Nature of Science. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on FSA data, we have an opportunity for growth in Science. By using the strategies and action plan described below, we will increase our overall proficiency in Nature of Science from 54% to 60% by the end of the 2022-2023 school year. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | This area of focus will be monitored through formative assessments in Science data meetings, addressed and targeted plan during Professional Learning Communities, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement.<br>Data sources that will be used to analyze student performance include Synergy Science Assessments (progress monitoring tracker), Penda and Gizmos (Universal Screeners), and analyzing with administration at quarterly data meetings. |
| **Person responsible for monitoring outcome:** | Tania Auguste (tania.auguste@myoneclay.net) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | To improve proficiency in Science, OPJ will focus on inquiry based lessons using the 5 E instructional planning structure, use visual representations that will allow visual learning students to use their skill for learning and assist with knowledge on Nature of Science, frequent student practice with assisted devices to allow for students to practice skills leading to proficiency on Nature of Science. Additionally, provide programs outside of the regular school day such as tutoring to assist struggling and proficient students with additional practice and immediate feedback to provide teachers with constructive criticism to support student growth. |
| **Rationale for Evidence-based Strategy: Explain the rationale for** | Inquiry Based Lessons using 5 E Instructional Planning Structure: "Inquiry may be referred to as a technique that encourages students to discover of construct information by themselves instead of having teachers directly reveal the information"--Allow students to problem solve and use their background knowledge to assist with Nature of Science. |

Visual Representations: The use of hands-on manipulatives to support student learning.

| | |
|---|---|
| **selecting this specific strategy.** | Frequent Student Practice: Providing effective practice opportunities that are both guided and independent helps students develop proficiency. |
| **Describe the resources/ criteria used for selecting this strategy.** | Provide Additional Programs Outside of the Regular School Day: Achievement improves when there is a combination of academic and social focus. Implementation practices for success include selecting qualified staff, providing individualized attention and supports to students, and monitoring program performance. |
| | Immediate Feedback: Provide teachers with the opportunity to see where they can improve within a specific amount of time. |

### Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/ skills and determine action steps to assist those students.
--Target Lower Quartile students through before school and after school (focus on Nature of Science and other struggling standards/skills).
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress Monitoring assessment (F.A.S.T Assessment).

| **Person Responsible** | Tania Auguste (tania.auguste@myoneclay.net) |
|---|---|

Collaborative lesson planning through common planning opportunities--follow ups through Professional Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative planning, professional development, and content PLC work

| **Person Responsible** | Benjamin Swann (benjamin.swann@myoneclay.net) |
|---|---|

Support student achievement through Parent/Teacher conferences to discuss data and determine solutions as a partnership to better serve all students and provide parents and families with academic resources to use at home.

| **Person Responsible** | Benjamin Swann (benjamin.swann@myoneclay.net) |
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| #5. ESSA Subgroup specifically relating to Students with Disabilities | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | According to 2022 FSA Assessment data, Subgroup SWD were 26% proficient in ELA achievement, 30% proficient in Math achievement, 26% proficient in Science achievement and 34% proficient in SS achievement. Subgroup SWD fell below the 41% threshold by 9% and has been below for the past 3 years. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Based on FSA data, we have an opportunity for growth in Subgroup SWD. By using the strategies and action plan described below, we will increase our overall proficiency for SWD from 32% to 40% by the end of the 2022-2023 school year. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | This area of focus will be monitored through formative assessments in data meetings with all subjects, addressed and targeted plans during Professional Learning Communities, making sure to address Subgroup SWD, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement. Data will be collected as the same time frame in ELA, Math, and Science--addressing Subgroup SWD for analyzing. |
| **Person responsible for monitoring outcome:** | Tania Auguste (tania.auguste@myoneclay.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | To improve proficiency in Subgroup SWD, OPJ will focus on using evidence-based strategies that are being implemented in the Area of Focus for ELA, Math, and Science, while focusing specifically on SWD. Additionally, provide students with a combination of cognitive strategy and direct-explicit instruction, interactive and engaging small groups, and teach self-regulation and self-monitoring. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Cognitive Strategy and Direct-explicit instruction: creates a highly sequenced format with immediate feedback; identifying target skills/concepts, teaching multiple ways, modeling, consistent feedback, student practice Interactive and Engaging small groups: flexible grouping as proficiency progresses, work with less than 6 students to allow for more one-on-one learning, teaching group processing and social skills. Teach self-regulation and self-monitoring: students track their understanding and progress, ask questions about their learning and progress, graph and own their data by setting goals and monitoring them. Collaborating and Plan with ESE specialists: this will allow district ESE personnel to fully support Subgroup SWD. |

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/
skills and determine action steps to assist those students.
--Target Lower Quartile students through before school and after school
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress
Monitoring assessment (F.A.S.T Assessment).

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

Collaborative lesson planning through common planning opportunities--follow ups through Professional
Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative
planning, professional development, and content PLC work

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

## #6. ESSA Subgroup specifically relating to English Language Learners

**Area of Focus Description and Rationale:**
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to 2022 FSA Assessment data, Subgroup ELL were 30% proficient in ELA achievement, 36% proficient in Math achievement, 8% proficient in Science achievement and 45% proficient in SS achievement. Subgroup ELL fell below the 41% threshold by 6% and has been below for the past 3 years.

**Measurable Outcome:**
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on FSA data, we have an opportunity for growth in Subgroup ELL. By using the strategies and action plan described below, we will increase our overall proficiency for ELL from 35% to 40% by the end of the 2022-2023 school year.

**Monitoring:**
**Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through formative assessments in data meetings with all subjects, addressed and targeted plan during Professional Learning Communities, making sure to address Subgroup ELL, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement.
Data (also the ACCESS results for Language Proficiency) will be collected as the same time frame in ELA, Math, and Science--addressing Subgroup ELL for analyzing.

**Person responsible for monitoring outcome:**

Tania Auguste (tania.auguste@myoneclay.net)

**Evidence-based Strategy:**
**Describe the evidence-based strategy being implemented for this Area of Focus.**

To improve proficiency in Subgroup ELL, OPJ will focus on using evidence-based strategies that are being implemented in the Area of Focus for ELA, Math, and Science, while focusing specifically on ELL. Additionally, provide students with teaching vocabulary across content areas, provide instructional support in primary language, and provide strategies for parents of ELL.

**Rationale for Evidence-based Strategy:**
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Teaching vocabulary across content areas: teachers provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. This requires students to use target words in their writing and discussions with teachers and peers.

Provide instructional support in primary language: support facilitators consider transferability of literacy skills for students literate in their first language, provide students with bilingual programs, and provide instruction with primary-language support.

Provide strategies for parents of ELL: providing parents with audio versions of books and materials and provide materials in their primary language for home use.

## Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct data meetings (quarterly or after data received from F.A.S.T and ACCESS test results) to address struggling standards/skills and determine action steps to assist those students.

--Target Lower Quartile students through before school and after school
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress Monitoring assessment (F.A.S.T Assessment).

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

Collaborative lesson planning through common planning opportunities--follow ups through Professional Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative planning, professional development, and content PLC work

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

| #7. ESSA Subgroup specifically relating to Black/African-American | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | According to 2022 FSA Assessment data, Subgroup Black/African-American Students were 33% proficient in ELA achievement, 36% proficient in Math achievement, 28% proficient in Science achievement and 59% proficient in SS achievement. Subgroup Black/African-American Students fell below the 41% threshold by 1% and has been below for 1 year. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Based on FSA data, we have an opportunity for growth in Subgroup Black/African-American Students. By using the strategies and action plan described below, we will increase our overall proficiency for this subgroup from 40% to 42% by the end of the 2022-2023 school year. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | This area of focus will be monitored through formative assessments in data meetings with all subjects, addressed and targeted plan during Professional Learning Communities, making sure to address Subgroup Black/African-American, and Administrative walkthroughs with immediate feedback including strengths and needs for improvement. Data will be collected as the same time frame in ELA, Math, and Science-- addressing Subgroup BLK/African American for analyzing. |
| **Person responsible for monitoring outcome:** | Tania Auguste (tania.auguste@myoneclay.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | To improve proficiency in Subgroup Black/African-American Students, OPJ will focus on using evidence-based strategies that are being implemented in the Area of Focus for ELA, Math, and Science, while focusing specifically on Subgroup Black/African-American Students. Additionally, provide students with positive behavioral interventions and supports, promote alternative thinking strategies, and family and school partnership programs. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | Positive Behavioral Interventions and supports: employs a whole-school approach and positive reinforcement to prevent student behavioral problems; promotes positive change in student and staff behavior as a way to modify the school environment; provide training and support to teachers in Positive Behavioral Interventions and Supports. Promote alternative thinking strategies: designed to work with students on socioemotional development, social skills training, self-control, self-awareness, emotional awareness, friendship development, problem solving, and role modeling. Family and School Partnership programs: these programs represent a promising practice that can be part of an innovative model for retraining social- and behavioral-science practitioners in evidence-based approaches to eliminate excessive school suspension and expulsion practices. |

Provide additional opportunities for students to engage with and develop positive relationships with adults.

**Action Steps to Implement**
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct data meetings (quarterly or after data received from F.A.S.T) to address struggling standards/ skills and determine action steps to assist those students.
--Target Lower Quartile students through before school and after school
--Provide Summer Learning opportunities for students that were not proficient on the 3rd Progress Monitoring assessment (F.A.S.T Assessment).

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

Collaborative lesson planning through common planning opportunities--follow ups through Professional Learning Communities (PLC's).
--School instructional coach will assist and support teachers through modeled lessons, collaborative planning, professional development, and content PLC work

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

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**Describe how the school addresses building a positive school culture and environment.**

To establish a positive school culture, we have implemented several incentives. These include, Wildcat Winner Tickets that the teachers can use to pass out to students for good behavior that are redeemed for a snack at lunch time. Other things we have planned are Here on Time (HOT) tickets as a reward for good attendance and on time to class that students can use for either skip the lunch line or eat outside. We have a teacher that has started a RAK (Random Acts of Kindness) club to engage students in a more positive way. Teachers have also been sending out positive notes home on OPJH postcards. These get mailed out to the home.

Overall, PBIS will work to focus on creating a positive school culture and environment that is inviting and safe for all students. Therefore, creating this positive school culture and inviting, safe environment will help to increase overall attendance at OPJH. If there are underlying barriers causing attendance issues, those will be address accordingly.

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

Stakeholders are the Boys and Girls Club, which provides after school help to students at no cost. We also are starting an Interact Club, which is housed by the Rotary Club of Orange Park. Other stakeholders involved are teachers, school personnel, and parents.