

Clay County Schools

Orange Park High School



2023-24

Schoolwide Improvement Plan (SIP)

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Orange Park High School

2300 KINGSLEY AVE, Orange Park, FL 32073

<http://oph.oneclay.net>

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gunder, Ivin	Principal	<p>Responsibilities and duties of this position include: 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 precise information entered into the district database. Provide leadership by participating in professional development activities and encouraging instructional support and administrative staff development, including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, 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 accountable 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 performance 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 the community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals, or others preparing for School Principal certification. Provide leadership for all stakeholders in developing 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
Boyer, Bryan	Assistant Principal	The assistant principal/vice is directly responsible to the school principal. They serve 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 responsibilities outlined in the principal's job description and delegated by the principal.
Boysen, Paul	Assistant Principal	The assistant principal/vice is directly responsible to the school principal. They serve 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 responsibilities outlined in 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. They serve 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 responsibilities outlined in the principal's job description and delegated by the principal.
Mayberry, Laura	Assistant Principal	The assistant principal/vice is directly responsible to the school principal. They serve 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 responsibilities outlined in the principal's job description and delegated by the principal.
James, Rebecca	Dean	The Dean of School Culture is directly responsible to the school principal. He/She will serve in a staff relationship with other assistant administrators in the school. The primary function is to bridge the student-faculty relationship through research-based techniques and strategies. The Dean of School Culture will act as the proxy for the school principal in disciplinary matters.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school meets with our School Advisory Committee. As a team, with stakeholder input, our school improvement plan was presented, discussed and approved. Our committee consists of instructional and support employees, parents, students, and community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school improvement plan will be monitored by administration. Weekly meetings are held by our team to discuss student progress and teacher support and development. We will continually analyze State assessment data quarterly to monitor student progress and address ways in which we will revise the plan if needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	60%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	151	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	57	50	48	56	51	48		
ELA Learning Gains				49			48		
ELA Lowest 25th Percentile				36			47		
Math Achievement*	36	50	38	39	35	38	30		
Math Learning Gains				56			28		
Math Lowest 25th Percentile				51			31		
Science Achievement*	66	74	64	59	43	40	60		
Social Studies Achievement*	75	80	66	74	48	48	74		
Middle School Acceleration					39	44			
Graduation Rate	90	95	89	95	75	61	96		
College and Career Acceleration	49	63	65	61	78	67	49		
ELP Progress	30	52	45	28			52		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	36	Yes	1	
AMI				
ASN	83			
BLK	48			
HSP	56			
MUL	59			
PAC				
WHT	66			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	2	
ELL	44			
AMI				
ASN	77			
BLK	48			
HSP	53			
MUL	54			
PAC				
WHT	61			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			36			66	75		90	49	30
SWD	23			17			43	52		4	6	
ELL	34			28			37	40		15	7	30
AMI												
ASN	78						82	100		60	5	
BLK	32			27			54	65		31	7	36
HSP	46			37			67	80		46	7	24
MUL	51			33			56	70		57	6	
PAC												
WHT	56			41			73	78		59	6	
FRL	44			34			61	72		38	7	30

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	49	36	39	56	51	59	74		95	61	28
SWD	19	29	21	20	41	42	34	49		93	36	
ELL	26	44	39	31	61	56	21	35		100	44	28
AMI												
ASN	90	70						70				
BLK	34	39	34	30	52	53	49	71		96	48	25
HSP	52	55	52	35	53	40	59	65		94	48	27
MUL	38	43	25	33	52		56	71		93	76	
PAC												
WHT	52	51	31	48	60	62	61	82		96	67	
FRL	42	46	33	30	50	52	56	69		95	58	36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	48	47	30	28	31	60	74		96	49	52
SWD	16	36	43	14	20	15	24	41		95	25	
ELL	13	47	46	14	29	39	25	25		100	20	52
AMI												
ASN	56	61		42	45		75	93		100	77	
BLK	35	46	45	18	26	30	48	61		98	32	38
HSP	47	47	38	29	25	25	58	64		97	52	60
MUL	36	47	53	20	27	30	53	95		100	53	
PAC												
WHT	57	50	51	39	30	34	71	82		95	53	
FRL	44	44	45	21	22	29	52	72		95	41	60

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	47%	57%	-10%	50%	-3%
09	2023 - Spring	47%	55%	-8%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	68%	-20%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	53%	-20%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	73%	-9%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	77%	-4%	63%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performing areas are in Math and ELA. We found that only 52% of students scored level 3 proficiency or higher on the Algebra I EOC and only 34% of students scored level 3 proficiency or higher on the Geometry EOC. 9th grade ELA remained the same as 2021-22 with only 47% of students scoring level 3 proficiency or higher and 10th grade ELA at 47% as well.

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

The data component that shows the greatest decline was in Geometry, students scoring a level 3 or higher proficiency dropped from 40% in 2021-22 to 34% for the 2022-23 school year. One of the areas that impacted is teacher turnover. We had a number of long term substitutes for more than half of the school year. 28% of our SWD are scoring a level 3 or higher on the Geometry EOC.

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

The greatest gap in comparison to the State averages is in Geometry. Impacts include teacher turnover, specifically in our SWD inclusion classes. We had a number of long term substitutes for more than half of the school year.

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

We did increase proficiency in Biology scores gaining 7 percentage points of students of students who scored a level 3 or higher proficiency going from 57% to 64%. Teachers worked in a more collaborate professional learning community where they examined student data and created common assessments that were directly aligned to the power Biology standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is our SWD and attendance. 27% of our SWD are chronically absent.

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

1. Increase Math proficiency in core EOC courses
2. Increase ELA proficiency in both 9th and 10th grade
3. Strengthen tier 1 instruction for our SWD
4. Increase student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on F.A.S.T data, our area of focus will be ELA.

Measurable Outcome:

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

By using the strategies and action plan described below, we will increase our overall ELA proficiency from 47.39% to 55.00% by the end of the 2023-2024 school year.

Monitoring:

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

We will use data from our Performance Matters Baseline, PM2, and our end of the year PM3. As well as student individual grades and data chats that they will have with their teacher.

Person responsible for monitoring outcome:

Ivin Gunder (ivin.gunder@myoneclay.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individual & Small Group Instruction

Additional academic programs offered outside of school hours

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide focused, intensive small-group interventions for English learners determined at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All ELA teachers will receive direct support through professional development in small group instruction

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly

Teachers will participate in collaborative lesson planning with Professional Learning Communities.

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly

Teachers will utilize and analyze data to monitor progress and create targeted small groups.

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly

Teachers will conduct data meetings to address struggling standards/skills after F.A.S.T data.

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly

Instructional coach will focus on improving instructional planning, delivery, data analysis, and student outcomes through targeted teacher supports

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly

Using PM F.A.S.T. data, target lower quartile students through after school tutoring, boot camps and Saturday School opportunities. Transportation will be provided to students.

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly throughout 23-24 school year.

Using PM F.A.S.T. data, target lower quartile students through after school tutoring, boot camps and Saturday School opportunities. Transportation will be provided to students.

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly throughout 23-24 school year.

Support student achievement through parent conferences to discuss data and collaborate to create solutions for student success

Person Responsible: Ivin Gunder (ivin.gunder@myoneclay.net)

By When: Quarterly throughout 23-24 school year.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on EOC data, our area of focus will be Math.

Measurable Outcome:

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

By using the strategies and action plan described below, we will increase our overall proficiency from 39.00% to 45.00% by the end of the 2023-2024 school year.

Monitoring:

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

Student progress will be conducted through Synergy, Progress Monitoring testing -B.E.S.T. Testing at each progress monitoring cycle.

Person responsible for monitoring outcome:

Ivin Gunder (ivin.gunder@myoneclay.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems that effect their Math skills and subject area vocabulary.
Provide Additional Programs Outside of the Regular School Day

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All Math teachers will receive direct support through professional development in small group instruction

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

Teachers will participate in collaborative lesson planning with Professional Learning Communities

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps.

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

Teachers will conduct data meetings to address struggling standards/skills after Quarterly PM Synergy testing

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

Using PM Synergy data, target lower quartile students through after school tutoring, boot camps and Saturday School opportunities

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

Support student achievement through parent conferences to discuss data and collaborate to create solutions for student success

Person Responsible: Laura Mayberry (laura.mayberry@myoneclay.net)

By When: Quarterly

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on Synergy data, our area of focus will be Attendance.

Measurable Outcome:

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

By using the strategies and action plan described below, we will decrease the number of students with five or more absences from 40.00% to 30.00% by the end of the 2023-2024 school year.

Monitoring:

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

Grad Tracker, Synergy

Person responsible for monitoring outcome:

Bryan Boyer (bryan.boyer@myoneclay.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Establish Positive Connections (PBIS)
Foster Student Expectation of Success (POV)
Schools and Families Have Meaningful Two-Way Communication (PFE)
Active Classroom (High Student Engagement) (POV)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating highly engaging classrooms will foster student learning and achievement. Students will be engaged in learning with a technologically rich classroom. Fostering strong communication with families so that we can best support students academic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly highlight of our Rising Raiders through PBIS. Promote and share via social media pages.

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

By When: Quarterly

Share District wide Attendance policies with families frequently through email and letters home
All teachers will enforce the policy following the 3 day- 5 day- 10 day protocol.
Students identified with attendance concerns will be added to our Success Team Meetings.

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

By When: Quarterly

Continued work with PBIS team promoting school wide expectations.

Person Responsible: Paul Boysen (paul.boysen@myoneclay.net)

By When: Monthly

Establish two way communication via Synergy, Weekly Robo Calls, and Weekly Newsletters from the Principal.

Quarterly SAC Committee newsletter to share campus wide updates and school events.

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

By When: Weekly/Quarterly

Teachers will create an engaging classroom with the use of updated technology.

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

By When: End of the 2023-2024 school year.

#4. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities overall proficiency.

Measurable Outcome:

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

Our goal is to increase our overall proficiency from 38% to 41% for our SWD.

Monitoring:

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

This will be monitored through support facilitators and their SDI logs and data trackers.

Person responsible for monitoring outcome:

Caitlyn Hayes (caitlyn.hayes@myoneclay.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Planning in conjunction with the Florida Inclusion Network

Moving toward a support facilitation model of instruction

Individual & Small Group Instruction

Provide Additional Programs Outside of the Regular School Day

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Support Facilitation Model provides supports and services based on an individual student's need, and are reflected in their Individual Education Plan (IEP). The support facilitator may work with small groups of students within general education classrooms or at times in the ESE classroom. Both the support facilitator and general education teachers work with heterogeneous and flexible groups of students and are viewed as equal partners in the classroom. Support facilitation provides for collaborative planning, modeling, and coaching of effective strategies and implementation of accommodations to promote progress related to student's IEP goals. Within the model, the level, frequency, and intensity of services varies based on student need and may include academic independent functioning, behavioral and social/emotional support. The ESE support facilitator works in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monitor SWD via Support Facilitators, ESE Department Head, and general education teacher.

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

By When: Weekly/Monthly through the end of the 2024 school year.

#5. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Learners overall proficiency.

Measurable Outcome:

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

By using the strategies and action plan described below, we will increase ELL learners overall proficiency from 36% to 41% by the end of the 2023-2024 school year.

Monitoring:

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

This area will be monitored through ESOL assistants, ESOL counselor, and intensive reading teachers.

Person responsible for monitoring outcome:

Paul Boysen (paul.boysen@myoneclay.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ESOL assistants may work with small groups of students within general education classrooms or at times in the ESOL classroom. ELL Learners will utilize Rosetta Stone in conjunction with Corrective Reading Curriculum provided by the district to support language acquisition and reading skills. The ESOL assistants work in conjunction with school administrators, general education teachers, related service providers, and other support personnel to communicate and address the unique needs of our ELL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide explicit and systematic intervention instruction to struggling students should receive explicit instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level content.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All teachers will receive support through ESOL assistants to support student needs.

Person Responsible: Paul Boysen (paul.boysen@myoneclay.net)

By When: Quarterly

Teachers will utilize and analyze data to monitor progress and create targeted small groups to close learning gaps.

Person Responsible: Paul Boysen (paul.boysen@myoneclay.net)

By When: Quarterly

Support student achievement through parent conferences to discuss data and collaborate to create solutions for student success

Person Responsible: Paul Boysen (paul.boysen@myoneclay.net)

By When: Quarterly

ESOL assistants will monitor Rosetta Stone progress

Person Responsible: Paul Boysen (paul.boysen@myoneclay.net)

By When: Quarterly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I resources will be allocated to a variety of areas. First, will be in professional development to build the capacity of our teachers and strengthen instructional methods. We will be hiring a ELA/Reading curriculum coach to support teachers through their instruction, planning, and practices, as well as supporting student achievement. We will create technology rich classrooms to promote high engagement and increase student attendance. Lastly, we will be facilitating parent and family engagement evenings focused on academic achievement of our students.