

Clay County Schools

Orange Park Junior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Orange Park Junior High School

1500 GANO AVE, Orange Park, FL 32073

<http://opj.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.

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, 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
Auguste, Tania	Principal	<p>Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for 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</p>

Name	Position Title	Job Duties and Responsibilities
		assigned by the Superintendent consistent with the goals and objectives of the position.
Martin, Aleatha	Instructional Coach	The Instructional Coach will focus primarily on 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.
Moore, Stan	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.
Smith, Ansley	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.
Ravenell, Shalonda	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.
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

Name	Position Title	Job Duties and Responsibilities
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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. Consult with parents and act as a resource person on the growth and development of their children. Work closely with members of the administrative/teaching staff to the end that all school resources are directed toward meeting individual students' needs. Assist in disseminating research findings to school staff members. Interpret counseling and guidance services of the school to school staff members, parents, and community. May plan with Occupational Specialists to implement their program. (Secondary Only) Perform other such duties as requested by the Principal. Twelve (12) Month counselors may be responsible for supervising the school counseling department and implementing the guidance program.

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.

The process for involving all stakeholders in regard to the School Improvement Plan, Orange Park Junior High hosts a School Advisory Council meeting inviting community members, parents/guardians, and teachers to the school to discuss the contents of the Title I Plan that would then be added to the School Improvement Plan. OPJ allows for open dialogue that allows for questions, comments, and concerns to be addressed and change (if needed) the School Improvement Plan. OPJ also has a leadership team that will meet and discuss the components of the School Improvement Plan, as well as items made through the School Advisory Council, and adjust as needed. Once all stakeholders has been heard, the School Improvement Plan is finalized.

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))

During the school's monthly whole group PLC's, they will share the school progress and challenges and discuss ways to improve in the classroom. The administrators will do learning walks weekly to give the teacher's feedback on ways to improve and praise their great strides.

Teacher's will do a pre and post test on materials learned.

Teacher's are responsible for knowing what level their students are on and keeping up quarterly with their progress.

The School Improvement plan will be updated quarterly during SAC meetings and discussed monthly during PBIS meetings to ensure continuous improvement.

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)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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: C 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	118	134	252	
One or more suspensions	0	0	0	0	0	0	0	133	120	253	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	19	25	44	
Course failure in Math	0	0	0	0	0	0	0	26	8	34	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	112	11	123	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	83	9	92	
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	112	11	123	
	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	134	152	286	

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	0	
Students retained two or more times	0	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	229	229	458	
One or more suspensions	0	0	0	0	0	0	0	0	110	110	
Course failure in ELA	0	0	0	0	0	0	0	0	26	26	
Course failure in Math	0	0	0	0	0	0	0	0	12	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	85	85	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	80	80	
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	6	6	

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	319	319

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									229	229	458
One or more suspensions									0	110	110
Course failure in ELA									0	26	26
Course failure in Math									0	12	12
Level 1 on statewide ELA assessment									0	85	85
Level 1 on statewide Math assessment									0	80	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.									0	6	6

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	319	319

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*	44	54	49	48	56	50	47		
ELA Learning Gains				43			46		
ELA Lowest 25th Percentile				32			35		
Math Achievement*	54	69	56	47	33	36	40		
Math Learning Gains				43			27		
Math Lowest 25th Percentile				39			30		
Science Achievement*	47	62	49	45	64	53	50		
Social Studies Achievement*	66	81	68	66	59	58	68		
Middle School Acceleration	54	63	73	55	46	49	50		
Graduation Rate					63	49			
College and Career Acceleration					81	70			
ELP Progress	53	44	40	40	67	76	33		

* 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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

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	4	
ELL	46			
AMI				
ASN	76			
BLK	46			
HSP	47			
MUL	53			
PAC				
WHT	59			
FRL	49			

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	32	Yes	3	
ELL	35	Yes	3	
AMI				
ASN	66			
BLK	40	Yes	1	
HSP	44			
MUL	49			
PAC				
WHT	52			
FRL	43			

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	44			54			47	66	54			53
SWD	23			33			30	45	60		5	
ELL	18			33			53	71			5	53
AMI												
ASN	81			71							2	
BLK	34			46			34	61	53		5	
HSP	43			51			46	61	42		6	40
MUL	38			53			52	65	57		5	
PAC												
WHT	50			62			55	68	58		5	
FRL	38			49			38	59	47		6	64

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	43	32	47	43	39	45	66	55			40
SWD	26	35	35	30	37	30	26	34	33			
ELL	30	37	32	36	51	36	8	45				40
AMI												
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				
PAC												
WHT	58	45	32	57	45	50	55	73	54			
FRL	40	39	32	43	40	38	41	63	53			

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	47	46	35	40	27	30	50	68	50			33
SWD	24	28	22	28	33	37	31	47	21			
ELL	32	43	43	27	39	56	27	69	40			33
AMI												
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			50
MUL	44	41	27	38	18	25	53	70	57			
PAC												
WHT	52	45	35	48	30	38	61	78	49			
FRL	40	42	35	37	29	30	43	65	44			

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
07	2023 - Spring	40%	52%	-12%	47%	-7%
08	2023 - Spring	41%	51%	-10%	47%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	43%	50%	-7%	48%	-5%
08	2023 - Spring	57%	70%	-13%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	44%	59%	-15%	44%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	68%	15%	50%	33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	53%	47%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	79%	-13%	66%	0%

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.

According to OPJ's F.A.S.T data, ELA/Reading performed the lowest with a decline of only 7% from the 21-22 to 22-23 school year. Contributing factors in the ELA/Reading that lead to the decline of proficiency from the 21-22 to the 22-23 school year includes teacher turnover and having long term substitutes in ELA/Reading classes. 60% of the 7th and 8th grade students scored a Level 1 on the ELA FSA in the Spring of 2022. Therefore, 60% of students were starting the 22-23 school year 1 or 2 grade levels behind. This and long term substitutes contributed to the decline of 7% on the Spring F.A.S.T assessment in 22-23.

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

The data component that showed the greatest decline from the prior year would be ELA/Reading. In the 21-22 school year, ELA/Reading were 48% proficient. In the 22-23 school year, ELA/Reading declined to 41% proficient. Based on the 22-23 school year data from the F.A.S.T assessment, the factors that contributed to this decline were students coming into the school year 1 or 2 grade levels behind, therefore, teachers had to focus on closing gaps while also focusing on grade level content. Long term substitutes taking place of classrooms teachers contributed to the decline. With the teacher shortage, qualified teachers were not available to assist with learning in the ELA/Reading classrooms.

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 data component that had the greatest gap when compared to the state average would be ELA/Reading. The state had an average of 47% proficient in the 22-23 school year. ELA/Reading were 41% proficient. This is a gap of 6% from the state average. Factors that may have contributed to this gap include but are not limited to the small percentage of schools that identify as a Title I school, such as Orange Park Junior High, compared to partnering schools that are more affluent. Students at Title I schools have shown to fall below the average threshold meaning that students are 1 to 2 grade levels behind. This knowledge gap possess difficulty for teachers due to having to focus on activating little to no background knowledge in specific subject matters then focusing on targeting grade level standards.

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

The data component that showed the most improvement would be Mathematics. In the 21-22 school year, Mathematics were 47% proficient. In the 22-23 school year, Mathematics were 57% proficient. That is a 10% growth in student proficiency. In the area of Mathematics, the teachers focused on the use of small group instruction to target the Lower Quartile Students and standards from data during the data discussion in the 4th quarter of the 22-23 school year. The Mathematics teachers assisted students during tutoring hours to further help close their academic gap in Mathematics.

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

Reflecting on the EWS data, the potential areas of concern would be One or More Suspensions (which correlates with Absent 10% or more days) and Level 1 on statewide ELA Assessment. These two indicators are areas of concern due to ELA/Reading being a focus for growth for the 23-24 school year. With students either being suspended or absent 10% or more days possess a concern to their learning in ELA/Reading classes. When students are absent (due to illness or suspension), important and critical instructional time is being lost. Therefore, leading to students not learning grade level material and in return, receiving Level 1 on statewide ELA assessments.

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

School Improvement for the upcoming school year will focus on the following with a rank of 1 to 3, with 1 being highest priority. 1: ELA/Reading with a focus on Morphology, 2: Positive Behavior Systems of Support (PBIS) with a focus on Discipline, and 3: Mathematics with a focus on Data Analysis.

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.

According to our school data review for the 2022-2023 F.A.S.T. data, ELA was 41% proficient which was a 1% decline from the 2021-2022 FSA data. When analyzing the data, OPJH noticed that the greatest area for improvement was in Morphology which will support Vocabulary and Reading Across Genres.

Measurable Outcome:

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

Based on F.A.S.T. data, OPJH has an opportunity for growth in ELA/Reading, specifically Morphology. By using the strategies and actions described below, OPJH will increase overall proficiency in Morphology (ELA/Reading) from 40% proficient to 42% proficient 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 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 that include strengths and needs for improvement. Data sources that will be used to analyze student performance include SRA assessments (corrective reading), F.A.S.T. Benchmark Assessments (three times a year), and working closely with administration at quarterly data meetings to analyze data.

Person responsible for monitoring outcome:

Tania Auguste (tania.auguste@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.)

To improve proficiency in ELA/Reading, OPJH will focus on the following evidence-based interventions:

- small group instruction
- direct-explicit instruction
- explicit and systematic phonological awareness and phonemic awareness instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OPJH will utilize Small Group Instruction to target the Lower Quartile students and standards that students have not mastered. Direct-Explicit Instruction will be the main focus in all of the ELA/Reading classrooms to allow for students to receive lessons that focus specifically on the B.E.S.T. standards. OPJH will also focus on Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction through the Reading classes to support intensive reading.

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.

Increase Small Group instruction targeting strategies and skills related to Morphology. Provide Professional Development on Small Group Instruction. Use data to monitor progress and adjust small groups. Use engaging supplemental materials to support growth in Morphology.

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

By When: Throughout the 23-24 School Year

Teachers will focus on modeling and explicitly teaching how to break apart unknown words to assist with the teaching of Morphology. During Professional Learning Communities, teachers will address vocabulary (morphology) and identify research-based strategies to support their teaching.

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

By When: Throughout the 23-24 School Year

Conduct quarterly data meetings to discuss F.A.S.T. data to identify progress or decline of the targeted skill/standard (Morphology). Focus on the Lower Quartile students in regard to intensive support and enrichment in regard to the high performing students.

Person Responsible: Aleatha Martin (aleatha.martin@myoneclay.net)

By When: Throughout the 23-24 School Year

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Using Synergy data from the 22-23 school year, Orange Park Junior High identified where the highest need in Positive Behavioral Interventions and Support resided. There were 912 incident reports submitted for 7th grade students and 1,021 incident reports submitted for 8th grade. With a high number of incident reports, this has been determined as a crucial need to reduce through Positive Behavioral Incidents and Supports.

Measurable Outcome:

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

Our Area of focus will be to use the strategies and action plan for 2023-2024 to decrease discipline referrals from 675 to 330.

Monitoring:

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

PBIS: Discipline Referrals will be monitored through Synergy Discipline Reports. These reports will be created quarterly to identify where the school currently is with the number of referrals being processed.

Person responsible for monitoring outcome:

Shalonda Ravenell (shalonda.ravenell@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.)

In order to obtain success in the decrease of discipline referrals through PBIS, Orange Park Junior High will use the following evidence-based interventions: foster positive relationships, define & teach positive expectations, and focus on the school and families having meaningful two-way communication.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to foster positive relationships, teachers will build classroom community through creating a safe and engaging learning environment, create positive relationships through respectful and positive communication with students and families. Define & teach positive expectations through modeling expected behavior to students, setting positive expectations at the beginning of the school year, and holding high expectations throughout the school year. Having meaningful two-way communication with families allow for families to address questions and concerns and receive a response in a timely manner, conduct parent/teacher conferences and provide families with data to support concerns, if any.

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.

Work with teachers to gather knowledge of how to foster a positive learning environment while understanding their students emotional needs through a Professional Learning Community book study: "Flooded: A Brain-Based Guide to Help Students Regulate Their Emotions".

Person Responsible: Shalonda Ravenell (shalonda.ravenell@myoneclay.net)

By When: Throughout the 23-24 school year

Host Parent and Family Engagement events that focus on Social Emotional Learning (SEL) to assist families with understanding how their students mental state and physical surroundings affect their everyday learning and behavior.

Person Responsible: Shalonda Ravenell (shalonda.ravenell@myoneclay.net)

By When: Throughout the 23-24 school year

#3. 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.

According to our school data review for the 2022-2023 F.A.S.T. data, Math was 51% proficient which was a 4% increase from the 2021-2022 FSA data. When analyzing the data, OPJH noticed that the greatest area for improvement was in Data Analysis in both 7th and 8th grade standards.

Measurable Outcome:

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

Based on F.A.S.T. data, OPJH has an opportunity for growth in Mathematics, specifically Data Analysis. By using the strategies and actions described below, OPJH will increase overall proficiency in Data Analysis from 51% proficient to 53% proficient 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 of focus will be monitored through formative assessments analyzed in Mathematics data meetings, addressed and targeted plans during Professional Learning Communities, and Administrative walkthroughs with immediate feedback that include strengths and needs for improvement. Data sources that will be used to analyze student performance include ALEKS Benchmark assessments, F.A.S.T. Benchmark Assessments (three times a year), and working closely with administration at quarterly data meetings to analyze data.

Person responsible for monitoring outcome:

Ansley Smith (ansley.smith@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.)

To improve proficiency in Mathematics, OPJH will focus on the following evidence-based interventions:

- small group instruction
- teacher modeling
- immediate feedback

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OPJH will utilize Small Group Instruction to target the Lower Quartile students and standards that students have not mastered. Teacher Modeling will be the main focus in all of the Mathematic classrooms to allow for students to receive lessons that focus specifically on the math standards. OPJH will also focus on providing teachers and students with immediate feedback from classroom walkthroughs, anecdotal notes during lessons, data meetings with students, parent/teacher conferences.

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.

Continue with Small Group instruction targeting strategies and skills related to Data Analysis. Provide Professional Development on Small Group Instruction. Use data to monitor progress and adjust small groups. Use engaging supplemental materials to support growth in Data Analysis.

Person Responsible: Ansley Smith (ansley.smith@myoneclay.net)

By When: Throughout the 23-24 School Year

Teachers will focus on modeling and explicitly teaching how to work through problems that focus on Data Analysis. During Professional Learning Communities, teachers will address and identify research-based strategies to support their teaching in Data Analysis.

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

By When: Throughout the 23-24 School Year

Conduct quarterly data meetings to discuss F.A.S.T. data to identify progress or decline of the targeted skill/standard (Data Analysis). Focus on the Lower Quartile students in regard to intensive support and enrichment in regard to the high performing students.

Person Responsible: Aleatha Martin (aleatha.martin@myoneclay.net)

By When: Throughout the 23-24 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.

After analyzing data pertaining specifically to Students with Disabilities, Orange Park Junior High identified this subgroup as a crucial need. Subgroup SWD were at 32% proficient, where the threshold for proficiency is 41%. This percentage puts Subgroup SWD below the threshold by 9%, which has identified the group as a crucial need for support.

Measurable Outcome:

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

Identifying Subgroup SWD for an opportunity of growth, Orange Park Junior High will focus on supporting these students by analyzing district and state assessments in Spring 2024, such as F.A.S.T. Assessments, to identify growth. By using strategies and action steps identified below, OPJ will work towards increasing Subgroup SWD from 32% proficient to 34% proficient by the end of the 2023-2024 school year.

Monitoring:

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

Subgroup SWD will be monitored for the desired outcome through formative and summative assessments in data meetings (all core subjects--Math, Reading/ELA, Science, SS/Civics), discussed and focused on during Professional Learning Communities, and a focus for Administrative walkthroughs where administration have prior knowledge of identified students and keep them in their radar.

Person responsible for monitoring outcome:

Stan Moore (william.moore@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.)

Evidence-based intervention that will be implemented for Subgroup SWD include the evidence-based interventions identified for the instructional practices of ELA/Reading and Math while focusing on Subgroup SWD during small group instruction. Using cognitive strategy and direct-explicit instruction, interactive and engaging small groups, teaching self-regulation and self-monitoring, and collaborating with ESE specialists.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Cognitive Strategy and Direct-Explicit Instruction will provide immediate feedback to Subgroup SWD on their progress and areas of improvement, identify their targeted skills/standards, teach based on their learning style, consistent modeling and practice.

Creating interactive and engaging small groups will provide students with a more targeted plan that will better support their learning. While setting goals and monitoring those goals for Subgroup SWD through data chats.

Teaching Self-regulation and Self-Monitoring will provide students with the opportunity to take ownership of their learning through data chats with teacher, track their progress and set goals.

Collaborating and Planning with ESE specialists will allow for Subgroup SWD to receive the appropriate and federally required requirements to support their learning.

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.

Conduct data meetings to address struggling standards/skills pertaining to Subgroup SWD

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

By When: Throughout the 23-24 school year

Collaborate during Professional Learning Communities with support from district specialists to common plan assessments and lessons to support Subgroup SWD

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

By When: Throughout the 23-24 school year

#5. 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 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.

After analyzing data pertaining specifically to our Black/African-American students, Orange Park Junior High identified this subgroup as a crucial need. Subgroup BLK/AA were at 40% proficient, where the threshold for proficiency is 41%. This percentage puts Subgroup BLK/AA below the threshold by 1%, which has identified the group as a need for support to move past the threshold.

Measurable Outcome:

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

Identifying Subgroup BLK/AA for an opportunity of growth, Orange Park Junior High will focus on supporting these students by analyzing district and state assessments in Spring 2024, such as F.A.S.T. Assessments, to identify growth. By using strategies and action steps identified below, OPJ will work towards increasing Subgroup BLK/AA from 40% proficient to 42% proficient by the end of th 2023-2024 school year.

Monitoring:

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

Subgroup BLK/AA will be monitored for the desired outcome through formative and summative assessments in data meetings (all core subjects--Math, Reading/ELA, Science, SS/Civics), discussed and focused on during Professional Learning Communities, and a focus for Administrative walkthroughs where administration have prior knowledge of identified students and keep them in their radar.

Person responsible for monitoring outcome:

Stan Moore (william.moore@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.)

Evidence-based intervention that will be implemented for Subgroup BLK/AA include the evidence-based interventions identified for the instructional practices of ELA/Reading and Math while focusing on Subgroup BLK/AA during small group instruction. Additionally, provide students with positive behavioral interventions and supports, promote alternative thinking strategies, and family and school partnership programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing Positive Behavioral Interventions and Supports to assist Subgroup BLK/AA with regulating their emotions and promote alternative thinking strategies will allow for the students to be able to communicate their needs and receive the necessary things they need to be successful.

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.

Conduct data meetings to address struggling standards/skills pertaining to Subgroup BLK/AA

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

By When: Throughout th 23-24 school year

Collaborate during Professional Learning Communities with support from district specialists to common plan assessments and lessons to support Subgroup BLK/AA

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

By When: Throughout the 23-24 school year

#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 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.

After analyzing data pertaining specifically to English Language Learners(ELL), Orange Park Junior High identified this subgroup as a crucial need. Subgroup ELL were at 35% proficient, where the threshold for proficiency is 41%. This percentage puts Subgroup ELL below the threshold by 6%, which has identified the group as a crucial need for support.

Measurable Outcome:

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

Identifying Subgroup ELL for an opportunity of growth, Orange Park Junior High will focus on supporting these students by analyzing district and state assessments in Spring 2024, such as F.A.S.T. Assessments, to identify growth. By using strategies and action steps identified below, OPJ will work towards increasing Subgroup ELL from 35% proficient to 37% proficient by the end of th 2023-2024 school year.

Monitoring:

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

Subgroup ELL will be monitored for the desired outcome through formative and summative assessments in data meetings (all core subjects--Math, Reading/ELA, Science, SS/Civics), discussed and focused on during Professional Learning Communities, and a focus for Administrative walkthroughs where administration have prior knowledge of identified students and keep them in their radar.

Person responsible for monitoring outcome:

Stan Moore (william.moore@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.)

Evidence-based intervention that will be implemented for Subgroup ELL include the evidence-based interventions identified for the instructional practices of ELA/Reading and Math while focusing on Subgroup ELL during small group instruction and in their ESOL class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing the ESOL department to work with the students in their home language and continue to assist them towards understanding, working, and speaking with material in English. ESOL teachers focus on small group instruction to provide material in home language and convert to English to prepare for state assessments.

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.

Conduct data meetings to address struggling standards/skills pertaining to Subgroup ELL

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

By When: Throughout the 23-24 school year

Collaborate during Professional Learning Communities with support from district specialists to common plan assessments and lessons to support Subgroup ELL

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

By When: Throughout the 23-24 school year

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).

In order to identify the resources allocated based on needs and school improvement funding, Orange Park Junior High's Leadership Team, SAC members, and Title I closely analyze multiple sources of data to identify the highest need in the school. Data sources such as the F.A.S.T. Benchmark Assessments for Math and ELA/Reading, District and State mandated assessments Algebra, Geometry, Civics, and Science. After data has been analyzed by the team, resources are identified that will supplement student learning in the classroom. Resources that are suggested and agreed upon include but are not limited to allocations for Personnel such as Reading/Math Coaches, Reading/Math Classroom Assistants, supplemental materials that are not provided by the district but are research-based to support our subject goals, and Professional Development instructors/materials to continue growth for our teachers.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

To disseminate information to all stakeholders in regard to the School Improvement Plan, Orange Park Junior High will use the digital School Newsletter, share on social media outlets that the plan is available for review in the front office of OPJ in the 23-24 Title I Binder, on our schools webpage at <https://opj.myoneclay.net/title-1>, and during the School Advisory Council meetings with stakeholders.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress, Orange Park Junior High plans to build the culture of the school through Positive Behavioral Interventions and Supports (PBIS). With a focus on positive behavior, high expectations, clear communication, and a structure for addressing misbehavior, OPJ will be able to work closely with families and make sure they understand that there must be a partnership in order for students to succeed. OPJ will also focus on inviting families to campus throughout the year to participate in Parent and Family Engagement Events to learn how to support their students education. The Family Engagement Plan can be found on our schools webpage at <https://opj.myoneclay.net/title-1>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic programs in Orange Park Junior High, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, OPJ plans to focus on growing our educators through Professional Development with the help of CCDS district support leaders. Our main goal this year is to increase proficiency in ELA/Reading and Mathematics. Utilizing district support leaders in those subjects will allow for teachers to gain more knowledge of their respective subjects, plan better, and understand more, especially during targeted Professional Learning Community meetings. OPJ also plans to provide students with more learning opportunities, such as tutoring services, to gain more knowledge and receive assistance when needed.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Orange Park Junior High's School Improvement Plan is developed in coordination and integration with other Federal, State, and local services, to support all of the students at OPJ. The plan focuses on using resources that are specifically correlated to their needs therefore able to better support the students.