

Miami-Dade County Public Schools

Ojus Elementary School



2015-16 School Improvement Plan

Ojus Elementary School

18600 W DIXIE HWY, Miami, FL 33180

<http://ojus.dadeschools.net/>

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 77% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 87% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | A* | B | B | A |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working as a team, students, parents, staff and the community of Ojus Elementary School will improve student achievement and develop lifelong learners who respect themselves and others. In a safe, supportive environment, students will learn reading, writing, mathematics, science, and technology. Ojus Elementary School enriches the community and is enriched by the community. As a result, students will understand the importance of becoming active citizens.

Provide the school's vision statement

Our vision at Ojus Elementary School is to work as a team to create a learning environment where students come first, where academics are valued, are where all children can reach their full potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social develop at the conclusion of each year. Ojus' teachers share common visions of what effective teaching looks like, expectations are clearly defined, lessons are clear. Students at Ojus Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Students participate in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, Learning for Life:

Anti-bullying and Character Education. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests.

The staff, parents and community at Ojus Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

To achieve these objectives, Ojus' teachers aggressively pursue a rigorous curriculum based on the Florida State Standards that incorporate evidence-based approaches to solving complex multi-step problems. The teachers at Ojus are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Ojus Elementary School services general education students and students with a variety of exceptional needs that include Gifted and Talented, English Language Learners, and students with Learning Disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's needs in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century. Students are working collaboratively and utilize technology when appropriate.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All of the teachers follow the Code of Student Conduct. Teachers have clearly defined classrooms rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents.

Clear behavioral expectations are shared with all students via assemblies, School-wide signs, parent meetings, Connect Ed , and Morning Announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed.

The mission of Ojus Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. It is the role of the school to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes. The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships.

The Elementary Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In-school counseling intervention strategies will be developed for students committing Code of Student Conduct offenses, along with; parent conferences, daily progress behavior plans, and scheduling MTSS/RtI Team Meetings. If necessary, Functional Assessments of Behavior and/or

Behavior Interventions Plans will be designed to address the specific needs of a student.

Stakeholders have been trained on the behaviors that are considered to meet the criteria for bullying, and the reporting of bullying behavior. Ojus Elementary School uses varying early warning indicators based on readily accessible

data which help promote student success. Our two most powerful predictors are academic performance and attendance. Ojus Elementary School systematically collects data on students attendance and academic performance on varied assessments. Ojus uses all available information to look for patterns and identify school climate issues that may contribute to possible issue related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students who are suspended receive individualized

counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. All students K-5 receive an additional 30 minutes of Reading Intervention and/or enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In-school counseling/mediation alternatives for suspension will be addressed by the guidance counselor, school psychologist, and the administrators. The Tier 1, Tier 2, and Tier 3 documentation will support academic and/or behavioral goals as listed on the SIP plan. This plan will be monitored with fidelity. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Students are recognized and awarded for perfect attendance with a variety of incentives including; customized pencils, certificates, special appearance on morning announcements and special acknowledgement during quarterly and annual awards programs.

Truancy Intervention is addressed by the Attendance Review Committee to address students with five All disciplinary actions used that include, but are not limited to: removal of privileges, denial/non-participation in school/extracurricular activities, eating lunch in an alternative setting, will always include parent notification. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Ojus Elementary School reviews a variety of Early Warning indicators. The following list includes some, but not all, of the indicators reviewed:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or Mathematics
4. Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics
5. Retention
6. Excessive Absences (Excused & Unexcused)
7. Excessive Tardies
8. Three (3) or more Disciplinary Referrals
9. D or F in a Core Subject.
10. ELL six semesters or more
12. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
13. Promotion to Grade 4 based on Good Cause

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | Total |
|---|-------------|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 16 | 19 | 15 | 14 | 8 | 11 | 83 |
| One or more suspensions | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Course failure in ELA or Math | 4 | 10 | 1 | 4 | 8 | 5 | 32 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 32 | 13 | 19 | 64 |
| Course failure in Math | 8 | 7 | 3 | 14 | 3 | 9 | 44 |
| Level 1 Statewide Assessment Math | 0 | 0 | 0 | 20 | 10 | 28 | 58 |
| Absent 18 or more days | 8 | 11 | 14 | 12 | 6 | 21 | 72 |
| Failed 2 or more courses in any Subject | 11 | 8 | 8 | 10 | 2 | 6 | 45 |
| Retention | 4 | 6 | 4 | 9 | 0 | 0 | 23 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Ojus Elementary uses varying early warning indicators based on readily accessible data which help promote student success. Our two most powerful predictors are academic performance and attendance. Ojus Elementary systematically collects data on student attendance and academic performance on various assessments. Ojus uses all available information to look for patterns and identify school climate issues that may contribute to possible issues related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students who are suspended receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. Differentiated Instruction is provided at all grade levels for both Reading and Math.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Ojus Elementary strives to involve all families and Community Partners. Ojus has been recognized as a Five Star School of Excellence for the past eight years. The entire staff builds strong external relationships.

The staff at Ojus Elementary:

- Sees parents and community businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision, and
- Supports efforts to strengthen its students' community resources

Ojus regularly communicates with parents about how they can help their children learn. The student agenda includes an insert with information that parents need to help their child achieve academically. Parents and community members are encouraged to volunteer their time to support the school (e.g., volunteer in the classroom, attend field trips, participate in school-wide events, read aloud to K-1 classes).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|---------------------|---------------------|
| Mejia, Marta | Principal |
| Graham, Alice | SAC Member |
| Carrillo, Robert | Guidance Counselor |
| Cox, Philip | Assistant Principal |
| Garfinkel, Alison | Instructional Coach |
| Weinberg, Amy | Teacher, K-12 |
| Constantin, Sabrina | Instructional Coach |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Ojus Elementary School Reading Leadership Team (RLT) consists of the following individuals:

1. Administration: Dr. Mildred Mejia (Principal), Mr. Philip Cox (Assistant Principal)
 2. Reading Coach: Ms. Alison Garfinkel
 3. Mathematics Coach Ms. Sabrina Constantin
 4. Media Specialist: Ms. Alice Graham
 5. Selected Reading Teachers: Ms. Veronica Duran, Ms. Jordan Weinstein, Ms. Beth Mejia, Ms. Michele Chanero, Ms. Paula McCartney, Ms. Maria Francis
- Selected Content Area Teachers: Ms. Amy Weinberg

6. United Teachers of Dade: Ms. Patrenia Dozier Washington

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal selects team members for the Reading Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team. The team will meet at least once a month, or may choose to meet more often. The Reading Leadership Team maintains a connection to the school's Response to Intervention process by using the MTSS/RTI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RTI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS/RTI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets which are completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP.

Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met

proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Efforts are made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CCESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)

Title VI, Part B – N/A

Title X- Students in Transition

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Ojus will to implement 5 curriculum lessons on Bullying and Violence Prevention in grades K-5.
- Student Agendas by Premier Agenda Company include bully prevention lessons to assist with implementation of curriculum. Lessons are to be implemented on a monthly basis.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Dr. M. Mejia | Principal |
| Ms. P. Washington | Teacher |
| Ms. A. Graham | Teacher |
| Ms. R. Rasool | Parent |
| Ms. S. Cascante | Teacher |
| Ms. W. Firtell | Teacher |
| Cristina Larralde | Parent |
| Claudia Rocque | Education Support Employee |
| Cynthia Desrivieres | Parent |
| Martha Arias | Teacher |
| Jeni Bucholtz | Parent |
| Jessica Chen | Teacher |
| Ms. Damaris Perdigon | Teacher |
| Ricardo Rodriguez | Teacher |
| David Echavarria | Student |
| Reza Pedram | Parent |
| Victoria Rosa | Parent |
| Robin Diener | Parent |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed. The SAC is the sole governing body responsible for the final decision making at the school relative to the School Improvement Plan(SIP). The EESAC analyzes data, and utilizes it for developing school wide objectives to meet the educational needs of all students. At regularly scheduled monthly meetings, the SIP is reviewed. The SIP is approved by unanimous consensus before implementation. The EESAC takes into consideration demographics, school budget, and the results of the FCAT 2.0, and other assessment data when developing these strategies. The council schedules regular meetings ,notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The EESAC reviews instructional strategies suggested to be implemented by each grade level. Members can make suggestions in reference to curriculum changes based on a review of data. The EESAC reviews the suggested strategies by instructional personnel for inclusion in the SIP. The EESAC uses the consensus model for decision making. The EESAC makes recommendations as to the spending of available funds.

Preparation of the school's annual budget and plan

The principal shares information regarding the School's Budget with the EESAC. The EESAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds (\$4500.00) were utilized for after-school tutoring in both reading and mathematics.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|---------------------|---------------------|
| Mejia, Marta | Principal |
| Graham, Alice | SAC Member |
| Garfinkel, Alison | Instructional Coach |
| Cox, Philip | Assistant Principal |
| Carrillo, Robert | Guidance Counselor |
| Constantin, Sabrina | Instructional Coach |
| Weinberg, Amy | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. Emphasis will be on increasing the amount of nonfiction text read by students independently to 50%. Graphic organizers will be utilized by students as a means to increase understanding of nonfiction text. The major initiative of the Leadership Literacy Team (LLT) this year will be to monitor the fidelity of the implementation of the Reading, Writing Plan, Mathematics and Science Curriculum. Most importantly, collect and analyze data in order to formulate professional development activities that will impact instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Ojus Elementary provides each grade level with a common planning time so that the team can meet and discuss data and instructional practices. The coaches and administration are present to assist with curriculum and grade level concerns. Grade levels are given individual certificates and recognized at faculty meetings for their professional conduct, collaboration and rigorous implementation of curriculum.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Administration and Leadership Team are responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Ojus Elementary School. In order to retain teachers, Ojus Elementary will mentor new and beginning teachers and provide regular dialogue sessions with teachers new to Ojus. Ms. Wendy Firtell and Ms. Alice Graham are certified MINT professionals.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Rational for Pairings:

- A. Mastery of pedagogical and subject matter skills;
- B. Evidence of strong interpersonal skills;
- C. Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- D. Evidence of effective teaching and student achievement gains;
- E. Credibility with colleagues

Planned Mentoring Activities:

- Match eligible personnel with a MINT certified site-based mentor
 - Beginning Teacher Orientation
 - Provide a certified site-based mentor for 2nd and 3rd year teachers.
 - Ojus Opening Day's first faculty meeting will provide procedures manuals to teachers new to Ojus Elementary or new to the profession.
- Provide information regarding MINT Meetings to identified/eligible personnel.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Ojus Elementary, classes are challenging and engaging.

The instruction is:

- clear
- well structured, and encourages students to build and apply knowledge.
- Well defined with clear expectations for student success,
- Interactive and encourages students to build and apply knowledge, students interact with course materials and one another to: build and apply critical reading and writing skills; apply knowledge in

their math classes, participate in class discussions that build their critical thinking skills.

- Well-paced
- Aligned across all grades.

Materials are all district approved and the use of M-DCPS Pacing Guides is strongly encouraged and supported by the administration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Ojus Elementary uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision "to ensure that every student achieves."The school's MTSS/RtI Leadership Team collaborates to analyze data reports and links them to instructional decisions; reviews progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Teachers are focused on meeting the needs of all students through differentiated instruction. Data is collected weekly in both reading and math on unit assessments and school designed math mini-assessments that are aligned to the Florida Standards. Administration monitors on a weekly basis those students not meeting proficiency. Based on the data, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation of curriculum goals. The Principal, Assistant Principal and Counselor: provide a common ground for the use of data- based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school- based MTSS/RtI plans and activities. They collaborate to verify that the intervention plans devised are appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,620

Targeted students report to a given location and work on Mindplay Virtual Reading Coach to improve reading and language skills. Mindplay Virtual Reading Coach, is a research based computer program providing intervention to students non-proficient in reading.

Strategy Rationale

This program is designed for students with learning disabilities and English Language Learners. The program is individualized and adjusts to the student's individual needs. Data reports are available to measure student and group progress.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garfinkel, Alison, 288972@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The reports are utilized for parent conferences, and as a measure of student academic success. The reports provide additional information for progress monitoring of individual students.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Transition to Kindergarten Initiative requires that shared responsibilities of the schools, parents and administrators recognize the transition as a process that all partners experience, rather than an event that happens to a child. The school counselor, grade level chairperson and principal arrange for flyers to be created and sent out to local area schools regarding an orientation to be held. The orientation provides families with information, expectations and resources to support transition to kindergarten. The Parent Academy discusses the transition, as well as health care options for families. They are introduced to their teachers and are made familiar with their surroundings. Parents are acquainted with the requirements and expectations for kindergarten, prior to kindergarten, students are tested with the Kindergarten Readiness Assessment developed by a team of highly qualified and experienced teachers to determine placement and needs of each entering pupil. The areas assessed are recognizing Uppercase and Lowercase Letters, Letter/Sound Recognition, and recognizing and using individual sounds to create words. Parents are given a Home Language Survey when they register to determine the language needs of their children. Parent involvement is encouraged at all events. The Connect-ED system calls parents to notify them of these events. Flyers are sent in a timely manner prior to the event. Events are posted on the electronic marquis located on the south side of the school building, easily visible from the main street. All teachers are trained to meet the social and academic needs of their students. Kindergarten students will be tested with FAIR and FLORIDA KINDERGARTEN READINESS SCREENER, (FLKRS). Data from screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. Students will be tested mid-year with FAIR

to determine learning gains in order to make adjustments to the intervention and instructional programs. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070724

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 59.0 |
| AMO Math - All Students | |
| AMO Reading - All Students | |
| FAA Writing Proficiency | |

Resources Available to Support the Goal 2

- Reading and Math Coach, Science Lead Teacher, Collaborative Planning, McGraw Hill Wonders, Math DI Wednesday Reviews, DI binders, DI crates, Mindplay, Parent Data Chat Night, Family Central Parent nights, Parent Academy, 3 computers per classroom, SMART and Promethean boards in the classrooms, Peer Tutoring programs, After-school tutoring, After-school Science Club, Chess Club, K-1 Writing Club, Accelerated Reader and STAR, Grade level Technology Mentors, Writer of the Month, Gizmos, Science Night, In school Science camp, Imagine Learning, iReady.

Targeted Barriers to Achieving the Goal 3

- Lack of professional development
- Effective integration of Technology
- Lack of Project Based Learning

Plan to Monitor Progress Toward G1. 8

Analyze student data

Person Responsible

Marta Mejia

Schedule

Weekly, from 9/16/2015 to 6/3/2016

Evidence of Completion

District Quarterly and FSA Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070724

G1.B1 Lack of professional development **2**

 B184304

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the MDCPS Pacing Guides and the FLDOE course descriptions. **4**

 S195850

Strategy Rationale

Actual proficiency on the 2014 FCAT 2.0 Science Assessment was 52% of all students scoring Level 3 or above. Actual proficiency on the 2015 FCAT 2.0 Science Assessment was 60% of all students scoring Level 3 or above.

Action Step 1 **5**

Provide professional development on an ongoing basis through the sharing of best practices at grade level meetings.

Person Responsible

Alison Garfinkel

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Agendas, Sign in sheets

Action Step 2 5

Teachers will be provided the information to participate in District, as well as school site, professional development opportunities.

Person Responsible

Marta Mejia

Schedule

On 9/16/2015

Evidence of Completion

My Learning Plan portal link

Action Step 3 5

Teachers share information learned at professional development workshops with the staff.

Person Responsible

Marta Mejia

Schedule

Monthly, from 9/16/2015 to 6/3/2016

Evidence of Completion

Agendas, Power Points, handouts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Evidence in lesson plans infusing strategies presented

Person Responsible

Marta Mejia

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

At monthly faculty meetings administration will schedule time for the sharing of new information and learned strategies from staff members that have attended professional development training sessions during the month.

Person Responsible

Marta Mejia

Schedule

Monthly, from 9/16/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Administrative Walk-throughs, student work samples.

G1.B2 Effective integration of Technology 2

 B184305

G1.B2.S1 Provide training for the effective use of iReady. 4

 S195851

Strategy Rationale

Students have mandatory time requirements that need to be met for growth.

Action Step 1 5

Provide training for utilizing iReady effectively.

Person Responsible

Philip Cox

Schedule

On 9/16/2015

Evidence of Completion

Agenda

Action Step 2 5

Monitor iReady reports.

Person Responsible

Marta Mejia

Schedule

Biweekly, from 10/5/2015 to 6/4/2016

Evidence of Completion

iReady class reports

Action Step 3 5

Create i-Ready instructional groups. Create i-Ready implementation schedule as applicable based on Diagnostic 1 results and modify as per progress and further i-Ready Diagnostic Assessment results.

Person Responsible

Marta Mejia

Schedule

Quarterly, from 10/5/2015 to 6/4/2016

Evidence of Completion

Logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

iReady will be monitored by the administration on a bi-weekly basis.

Person Responsible

Marta Mejia

Schedule

On 6/4/2015

Evidence of Completion

iReady data reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

iReady student reports

Person Responsible

Marta Mejia

Schedule

Quarterly, from 10/5/2015 to 6/4/2016

Evidence of Completion

Diagnostic assessments scores from iReady.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Provide professional development on an ongoing basis through the sharing of best practices at grade level meetings. | Garfinkel, Alison | 8/24/2015 | Agendas, Sign in sheets | 5/30/2016 weekly |
| G1.B2.S1.A1 | Provide training for utilizing iReady effectively. | Cox, Philip | 9/16/2015 | Agenda | 9/16/2015 one-time |
| G1.B1.S1.A2 | Teachers will be provided the information to participate in District, as well as school site, professional development opportunities. | Mejia, Marta | 9/16/2015 | My Learning Plan portal link | 9/16/2015 one-time |
| G1.B2.S1.A2 | Monitor iReady reports. | Mejia, Marta | 10/5/2015 | iReady class reports | 6/4/2016 biweekly |
| G1.B1.S1.A3 | Teachers share information learned at professional development workshops with the staff. | Mejia, Marta | 9/16/2015 | Agendas, Power Points, handouts | 6/3/2016 monthly |
| G1.B2.S1.A3 | Create i-Ready instructional groups. Create i-Ready implementation schedule as applicable based on Diagnostic 1 results and modify as per progress and further i-Ready Diagnostic Assessment results. | Mejia, Marta | 10/5/2015 | Logs. | 6/4/2016 quarterly |
| G1.MA1 | Analyze student data | Mejia, Marta | 9/16/2015 | District Quarterly and FSA Assessments | 6/3/2016 weekly |
| G1.B1.S1.MA1 | At monthly faculty meetings administration will schedule time for the sharing of new information and learned strategies from staff members that have attended professional development training sessions during the month. | Mejia, Marta | 9/16/2015 | Lesson Plans, Administrative Walk-throughs, student work samples. | 6/3/2016 monthly |
| G1.B1.S1.MA1 | Evidence in lesson plans infusing strategies presented | Mejia, Marta | 9/7/2015 | Student work samples, lesson plans | 6/3/2016 weekly |
| G1.B2.S1.MA1 | iReady student reports | Mejia, Marta | 10/5/2015 | Diagnostic assessments scores from iReady. | 6/4/2016 quarterly |
| G1.B2.S1.MA1 | iReady will be monitored by the administration on a bi-weekly basis. | Mejia, Marta | 9/9/2014 | iReady data reports | 6/4/2015 one-time |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of professional development

G1.B1.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the MDCPS Pacing Guides and the FLDOE course descriptions.

PD Opportunity 1

Teachers will be provided the information to participate in District, as well as school site, professional development opportunities.

Facilitator

Nadia German

Participants

Ojus faculty members

Schedule

On 9/16/2015

PD Opportunity 2

Teachers share information learned at professional development workshops with the staff.

Facilitator

Dr. M. Mejia

Participants

Instructional Staff

Schedule

Monthly, from 9/16/2015 to 6/3/2016

G1.B2 Effective integration of Technology

G1.B2.S1 Provide training for the effective use of iReady.

PD Opportunity 1

Provide training for utilizing iReady effectively.

Facilitator

Ms. Alison Garfinkel

Participants

Instructional Staff

Schedule

On 9/16/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

| Budget Data | | | |
|--------------------|-------------|---|----------------------|
| 1 | G1.B1.S1.A1 | Provide professional development on an ongoing basis through the sharing of best practices at grade level meetings. | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will be provided the information to participate in District, as well as school site, professional development opportunities. | \$0.00 |
| 3 | G1.B1.S1.A3 | Teachers share information learned at professional development workshops with the staff. | \$0.00 |
| 4 | G1.B2.S1.A1 | Provide training for utilizing iReady effectively. | \$0.00 |
| 5 | G1.B2.S1.A2 | Monitor iReady reports. | \$0.00 |
| 6 | G1.B2.S1.A3 | Create i-Ready instructional groups. Create i-Ready implementation schedule as applicable based on Diagnostic 1 results and modify as per progress and further i-Ready Diagnostic Assessment results. | \$0.00 |
| | | | Total: \$0.00 |