

Miami-Dade County Public Schools

Ojus Elementary School



2016-17 Schoolwide Improvement Plan

Ojus Elementary School

18600 W DIXIE HWY, Miami, FL 33180

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ojus Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

The Ojus Elementary 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. Ojus encourages the use of technology, and promotes 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.

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

Ojus Elementary considers student safety the number one priority. Beginning at 7:00 in the morning, registered students can be supervised by the YMCA staff. From 7:15 am, students in grades 3-5 are supervised outside by a staff member in the physical education area. Students in grades K-2 sit outside their classrooms supervised by upper classmates that are Safety Patrol members. Students are welcome in the

Computer Lab before school to work on required computer based programs.

Three security guards are on duty from 7:30 am roaming the campus, assisting in the cafeteria during breakfast time, and where ever else they may be needed. The entrances and exits are carefully monitored. All parents must report to the main office to register, with identification, before being allowed on the school grounds. During the school day gates are locked and the only entrance is through the front door. Visitors need to be "buzzed" in and report immediately to the office. Students are not permitted to open the main entrance door. Dismissal is organized systematically and well supervised. As parents drive through the pick up area students names are called so they can meet their ride. The YMCA, local after school organizations and bus students are supervised in other locations. Students that are picked up late are supervised by an additional security guard who remains on campus until 6:00 pm. All staff members assist with campus security by observing visitors and making sure they have a visitor pass and if not they are taken to the office. Students walk in pairs when they leave the classrooms. Students are expected to treat each other with respect. Daily, via closed circuit television, students are reminded to respect themselves, respect each other, and respect their school, by keeping their hands, feet and unkind words to themselves. Incidences of disrespect are addressed by the teacher, counselor and administration. Positive behavior is recognized school wide on the morning announcements and at assemblies.

c. 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 teachers are implementing the Miami-Dade County Public Schools Code of Student Conduct. Teachers have clearly defined classroom rules with consequences. Administration implements a progressive discipline plan. 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 and posters with expectations and positive messages, parent meetings, Connect Ed messages , 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 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) is being 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 have been developed for students committing Code of Student Conduct offenses, along with; parent conferences, progress behavior plans for individual students, and scheduling MTSS/Rtl 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 uses varying Early Warning Indicators based on readily accessible data which helps promote student success. Ojus Elementary focuses on

attendance as a main factor influencing academic performance. Ojus Elementary systematically collects data on student attendance and academic performance from varied assessments. Ojus Elementary uses all available information to look for patterns and identify school climate issues that may contribute to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Ojus Elementary administration and teachers conduct progress monitoring and data chats regularly, to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who have been given disciplinary incidents receive individualized counseling along with other established protocols. Students who are retained also receive individual and/or group counseling. Students scored below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. All students in grades Kindergarten through grade 5 receive an additional 30 minutes of Reading Intervention and/or enrichment based on their individual scores. Differentiated Instruction is being provided at all grade levels for both Reading and Mathematics.

d. 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 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 WOJS (morning announcements) and special acknowledgement during quarterly and annual awards programs. Ojus Elementary School implements the Miami Dade Public Schools Core Values curriculum to help ensure that the social-emotional needs of all students are being met.

Truancy Intervention is addressed by members of the Attendance Review Committee to address students with five or more absences.

All disciplinary actions include, but are not limited to: removal of privileges, denial/non-participation in school/extracurricular activities, eating lunch in an alternative setting, 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. Ojus Elementary adheres to the M-DCPS "Core Values" curriculum. Students research and share information about a different character value each month. Bullying behavior is addressed in the curriculum in all grade levels.

3. Early Warning Systems

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

a. 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, unexcused, or a result of out-of-school suspension
2. Course failure in English Language Arts or Mathematics
3. Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or

Mathematics

4. Retention
5. 5 Absences (Excused & Unexcused)
6. Excessive Tardies
7. Three (3) or more Disciplinary Referrals
8. A report card grade of D or F in a Core Subject.
9. ELL six semesters or more
10. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
11. Promotion to Grade 4 based on "Good Cause" guidelines as defined by the district administration

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	11	12	9	29	38	0	0	0	0	0	0	0	102

c. 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 grade level (proficient), or below grade level. Ojus Elementary 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. Behavioral and academic contracts, are developed through a collaborative effort with the counselor, teacher, parent, and student. Ojus Elementary 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. Administration monitors students identified as scoring a Level 1 or Level 2 on the FSA ELA 2016, on a bi-weekly basis and discuss student performance, on an individual basis, on the independent reading program Accelerated Reader. Positive reports are praised and plans for improvement are designed for the others. Teachers are also mentoring students that have been recognized as having early warning indicators. Differentiated Instruction is utilized at all grade levels for both Reading and Mathematics.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338774>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 business partners. Ojus Elementary has been recognized as a Governor's Five Star School of Excellence for the past eight years. This achievement includes binders of documentation(sign in sheets, attendance rosters, flyers, and photographs of the activities that are in place at Ojus Elementary to demonstrate the building and sustaining of partnerships with the local community. The entire staff builds strong external relationships. The staff at Ojus Elementary sees parents and community businesses(Dade Partners) as partners in helping students learn. Ojus Elementary staff values parent input and participation in advancing the school's mission and vision.

The Ojus Elementary Student Agenda includes informational pages for parents and guardians explaining policies and procedures. 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, and to read aloud to K-1 classes). Local businesses are invited to participate when school wide events are held, such as Open House and assemblies.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mejia, Marta	Principal
Graham, Alice	SAC Member
Cox, Philip	Assistant Principal
Garfinkel, Alison	Instructional Coach
Weinberg, Amy	Teacher, K-12
Constantin, Sabrina	Instructional Coach
Dozier-Washington, Patrenia	SAC Member
Malvar, Ana	School Counselor
Chanero, Michele	Teacher, K-12
McCartney, Paula	Teacher, K-12
Duran, Veronica	Teacher, K-12
Mejia, Beth	Teacher, K-12
Conyers, Mallorie	Teacher, K-12
Firtell, Wendy	Teacher, K-12

b. Duties

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

The Ojus Elementary School Leadership Team consists of the following individuals:

Dr. M. Mejia, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Mr. P. Cox, Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: (Primary and Intermediate):

Ms. M Conyers, Kindergarten Level Chairperson

Ms. Duran, First Grade Level Chairperson

Wendy Firtell, Second Grade Level Chairperson

Ms. B. Mejia, Third Grade Level Chairperson

Ms. Chanero, Fourth Grade Level Chairperson

Ms. P. McCartney, Fifth Grade Level Chairperson

Ms. P. Dozier-Washington represents the United Teachers of Dade

Ms. A. Garfinkel, Reading Coach

Ms. S. Constantin Math Coach,

Ms. A Weinberg/Science Liaison

Ms. S. Levitt, SPED Teacher/Liaison

Ms. A Graham: Media Specialist

These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. These teachers develop, lead, and evaluate school core content standards/programs and identify intervention approaches. They identify

systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention 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.

Ms. A. Malvar, Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, small groups and whole groups. In addition to providing interventions, our school counselor continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success. The Ojus Elementary Leadership Team conducts regular meetings to evaluate intervention efforts for students by subject and grade. In addition to those selected other teachers working with identified students will be involved when needed to provide information or revise efforts.

2. 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 by:

1. Holding monthly Leadership Team meetings.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all Leadership 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.
4. Responding 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing 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. Reviewing OPM data for intervention groups to evaluate group and individual student response.
2. Supporting interventions where there is not an overall positive group response.
3. Selecting 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.

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 Specialist (CIS), serves as a 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 CHEAD; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Ojus Elementary receives and utilizes Title III funds 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-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5)
- reading and supplementary instructional materials(K-5)

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.
- The Ojus Elementary District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Ojus Elementary has chosen a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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.
- Ojus Elementary reviews the Code of Student Conduct at the beginning of the school term annually. This is done as an assembly for each grade level.
- All Ojus Elementary staff, students, and Parents/Volunteers receive training on an annual basis pertaining to violence prevention.
- Ojus Elementary will 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Cynthia Desrivieres	Parent
Jeni Bucholtz	Parent
Jessica Chen	Teacher
Ms. Damaris Perdigon	Teacher
Ricardo Rodriguez	Teacher
Jennifer Espinosa	Teacher
Claudia Lagos	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the 2015-2016 school year's data and develop strategies that address the educational needs of the student population. Achieving learning gains and increasing the number of students meeting proficient and/or high standards is the main focus.

b. Development of this school improvement plan

Based on the previous year's data, the SAC adjusted strategies as needed. The SAC analyzed data, and utilized it for developing school wide objectives to meet the educational needs of all students. The SIP was approved by unanimous consensus. The SAC considers demographics, school budget, and the results of the 2015-2016 FCAT Science 2.0, FSA ELA and FSA Mathematics and SAT assessment data when developing these strategies. The council schedules monthly meetings, notifies its members, and creates agendas in accordance with district and state guidelines. The SAC reviews instructional strategies suggested to be implemented by each grade level. Members make suggestions in reference to curriculum changes based on a review of data. The SAC reviews the suggested strategies by instructional personnel for inclusion in the SIP. The SAC uses the consensus model for decision making. The SAC makes recommendations as to the spending of available funds.

c. Preparation of the school's annual budget and plan

The principal shares information regarding the School's Budget with the SAC. The SAC 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.

2. 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 the purchase of supplemental instructional materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mejia, Marta	Principal
Graham, Alice	SAC Member
Garfinkel, Alison	Instructional Coach
Cox, Philip	Assistant Principal
Malvar, Ana	School Counselor
Constantin, Sabrina	Instructional Coach
Weinberg, Amy	Teacher, K-12
Chanero, Michele	Teacher, K-12
Conyers, Mallorie	Teacher, K-12
Duran, Veronica	Teacher, K-12
Dozier-Washington, Patrenia	Teacher, K-12
Firtell, Wendy	Teacher, K-12
McCartney, Paula	Teacher, K-12
Mejia, Beth	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy Leadership Teams (LLT) 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. 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.

D. Public and Collaborative Teaching

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

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

Ojus Elementary staff schedules allow collaborative planning time so that the academic teams on each grade level can meet, discuss data and plan for instructional based on the data and curriculum Pacing Guides. 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.

2. 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. In order to retain teachers, Ojus Elementary will mentor new and beginning teachers and provide regular dialogue sessions with teachers new to Ojus. Ms. Sabrina Constantin and Ms. Alison Garfinkel are certified MINT professionals.

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

Ms. Sabrina Constantin and Ms. Alison Garfinkel are certified MINT professionals and are completing the required mentor-ship training program. 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

The rationale for the pairing of mentors is based on the following criteria;

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

The planned mentoring activities include, but are not limited to

- Attending the "Beginning Teacher Orientation" and any other MINT scheduled professional development course offerings. Match 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

Instruction is clear, well structured, and encourages students to build and apply knowledge.

Instructional programs are well defined with clear expectations for student success.

Lessons are interactive with technology programs, and encourage students to build and apply knowledge. Course materials build and apply critical reading and writing skills. Those literacy skills are applied during math classes. Students participate in class discussions that build critical thinking

skills.

Lessons are well-paced and align across grade levels. Materials are district approved and the use of M-DCPS Pacing Guides is strongly encouraged and supported by the administration. Core instructional programs and materials are strictly aligned to Florida Standards. Our faculty implements district-generated pacing guides and uses the Wonders Reading Series (McGraw Hill) along with its intervention component WonderWorks. The "GO Math" series is used for Mathematics. Links to CPALMS lessons are being accessed regularly. Ojus Elementary is a Silver Science Technology Engineering and Mathematics Designated School. Science is taught through a hands-on approach. Technological programs such as i-Ready, Imagine Learning, Reflex Math, Gizmos, Accelerated Reader and My ON Reader are in place.

b. Instructional Strategies

1. 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/Rtl 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 the implementation of curriculum goals. The Principal, Assistant Principal and Counselor: provide a common ground for the use of data-based decision making to include ACCESS 2.0 and iReady Interim Assessments; establish that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school-based MTSS/Rtl 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 will 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. The Counselor will assist with making sure that the students social and emotional behaviors are consistent with applying themselves to achieve the expected outcomes.

2. 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: After School Program

Minutes added to school year: 1,620

Selected students work with robotics and prepare for the Robotics Competition held in April, 2017.

Strategy Rationale

Enrichment is a necessary component for student in advanced classes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Constantin, Sabrina, sconstantin@dadeschools.net

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

Scores from competitions and other events. Also a component of the STEM designation which we have earned.

Strategy: After School Program

Minutes added to school year: 1,620

Provide students with a variety of after school programs that are aimed at meeting the diverse interests of the students of Ojus Elementary. The clubs offered are Art, SECME, Coding, Writing, Youth Crime Watch, Future Educators of America, Chess, and Pep Squad.

Strategy Rationale

Core Academic Instruction is enhanced through a variety of clubs that enhance critical thinking, collaborative learning and emotional- social skill building.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mejia, Marta, pr4061@dadeschools.net

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

FSA ELA 2017, FSA Mathematics 2017, and FCAT 2.0 Science Assessment 2017

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 the information in regards to an orientation to being 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 FLORIDA KINDERGARTEN READINESS SCREENER, (FLKRS). Data from screenings 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. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G087598

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0
AMO Math - All Students	
AMO Reading - All Students	
FAA Writing Proficiency	57.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional development in core subject areas
- Effective integration of Technology
- Lack of Project Based Learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coach, Science Lead Teacher, Collaborative Planning, McGraw Hill Wonders, Math Differentiated Instruction (DI), DI binders, DI crates, Parent Data Chat Night, Family Central Parent nights, Parent Academy, 3 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 Test, Technology Mentors, Gizmos, Science Night, In- school Science camp, Imagine Learning, iReady, myOn Reader, SECME Science participation, Math Essential Labs, Garden Club, Weekly FSA Topic Assessments in Reading and Math, Science Technology, Engineering and Mathematics(STEM) School designation

Plan to Monitor Progress Toward G1. 8

Analyze student data

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

SAT Assessments, FSA Assessments 2017, FCAT 2.0 Science Assessment 2017

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. If core instruction is increased in all content areas then student achievement will improve. 1

G087598

G1.B1 Lack of professional development in core subject areas 2

B232847

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

S245813

Strategy Rationale

Actual proficiency on the 2015 FCAT 2.0 Science Assessment was 62% of all students scoring Level 3 or above. Actual proficiency on the 2016 FCAT 2.0 Science Assessment was 39% of all students scoring Level 3 or above. Ojus Elementary results on the FSA ELA 2016 for the Lowest 25% of students making Learning Gains was 39%. The letter grade of the school dropped from an "A" in 2014-2015 to a "B" in 2015 -2016.

Action Step 1 5

Provide professional development throughout the academic year along with sharing of best practices at grade level meetings.

Person Responsible

Amy Weinberg

Schedule

Weekly, from 8/30/2016 to 6/9/2017

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

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

My Learning Plan portal link

Action Step 3 **5**

Teachers share information learned at professional development workshops with the staff so all can use the professional development strategies to enhance Science instruction.

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

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 from the sharing of practices from professional development attended by staff members to other staff members

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

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 new information and learned strategies from staff members that have attended professional development training sessions during the month.

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Lesson Plans, Administrative Walk-throughs, student work samples, handouts of information, PowerPoints

G1.B2 Effective integration of Technology 2

B232848

G1.B2.S1 Provide training for the effective use of new technology programs that teachers and students are utilizing. 4

S245814

Strategy Rationale

All computers now have Microsoft Windows 10 platform and teachers need to know how to effectively use it effectively and efficiently. Accelerated Reader program supports independent reading goals and teachers need to be familiar with the reports the program provides.

Action Step 1 5

Provide professional and technical training for the effective use of Microsoft Windows 10 platform.

Person Responsible

Alice Graham

Schedule

On 8/30/2016

Evidence of Completion

Agenda

Action Step 2 5

Provide training for Accelerated Reader.

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Accelerated Reader class reports

Action Step 3 5

Create reports from the Accelerated Reader Dashboard and utilize them to monitor student independent reading.

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Reports

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

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

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Accelerated Reader data reports

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

Accelerated Reader reports

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

2017 SAT Reading Comprehension data 2017 FSA ELA data

G1.B3 Lack of Project Based Learning 2

 B232849

G1.B3.S1 Increase the frequency of students working in groups during science, technology, engineering and math (STEM) activities. 4

 S245815

Strategy Rationale

Science scores on the 2016 FCAT 2.0 Science Assessment indicated that 39% of students scored Level 3 and above.

Action Step 1 5

Provide professional development for instructional staff to increase the frequency of students working on project based Math and Science learning activities.

Person Responsible

Amy Weinberg

Schedule

On 11/8/2016

Evidence of Completion

Agenda, handouts, PowerPoint presentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Student work journals will be collected.

Person Responsible

Philip Cox

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Student science journals will be reviewed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student science notebooks and outcome data will be reviewed.

Person Responsible

Philip Cox















Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

FCAT 2.0 2017 Science Assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
 G1.B2.S1.A1 A318319	Provide professional and technical training for the effective use of Microsoft Windows 10 platform.	Graham, Alice	8/30/2016	Agenda	8/30/2016 one-time
 G1.B3.S1.A1 A318322	Provide professional development for instructional staff to increase the frequency of students...	Weinberg, Amy	11/8/2016	Agenda, handouts, PowerPoint presentation	11/8/2016 one-time
 G1.MA1 M331603	Analyze student data	Mejia, Marta	8/30/2016	SAT Assessments, FSA Assessments 2017, FCAT 2.0 Science Assessment 2017	6/9/2017 weekly
 G1.B1.S1.MA1 M331597	At monthly faculty meetings administration will schedule time for the sharing new information and...	Mejia, Marta	8/30/2016	Lesson Plans, Administrative Walk-throughs, student work samples, handouts of information, PowerPoints	6/9/2017 weekly
 G1.B1.S1.MA1 M331598	Evidence in lesson plans infusing strategies presented from the sharing of practices from...	Mejia, Marta	8/30/2016	Student work samples, lesson plans	6/9/2017 weekly
 G1.B1.S1.A1 A318316	Provide professional development throughout the academic year along with sharing of best practices...	Weinberg, Amy	8/30/2016	Agendas, Sign in sheets	6/9/2017 weekly
 G1.B1.S1.A2 A318317	Teachers will be provided the information to participate in District, as well as school site,...	Mejia, Marta	8/30/2016	My Learning Plan portal link	6/9/2017 weekly
 G1.B1.S1.A3 A318318	Teachers share information learned at professional development workshops with the staff so all can...	Mejia, Marta	8/30/2016	Agendas, Power Points, handouts	6/9/2017 weekly
 G1.B2.S1.MA1 M331599	Accelerated Reader reports	Mejia, Marta	8/30/2016	2017 SAT Reading Comprehension data 2017 FSA ELA data	6/9/2017 weekly
 G1.B2.S1.MA1 M331600	Accelerated Reader will be monitored by the administration on a bi-weekly basis.	Mejia, Marta	8/30/2016	Accelerated Reader data reports	6/9/2017 weekly
 G1.B2.S1.A2 A318320	Provide training for Accelerated Reader.	Mejia, Marta	8/30/2016	Accelerated Reader class reports	6/9/2017 weekly
 G1.B2.S1.A3 A318321	Create reports from the Accelerated Reader Dashboard and utilize them to monitor student...	Mejia, Marta	8/30/2016	Reports	6/9/2017 weekly
 G1.B3.S1.MA1 M331601	Student science notebooks and outcome data will be reviewed.	Cox, Philip	8/30/2016	FCAT 2.0 2017 Science Assessment	6/9/2017 weekly
 G1.B3.S1.MA1 M331602	Student work journals will be collected.	Cox, Philip	8/30/2016	Student science journals will be reviewed.	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of professional development in core subject areas

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

Weekly, from 8/30/2016 to 6/9/2017

PD Opportunity 2

Teachers share information learned at professional development workshops with the staff so all can use the professional development strategies to enhance Science instruction.

Facilitator

Dr. M. Mejia

Participants

Instructional Staff

Schedule

Weekly, from 8/30/2016 to 6/9/2017

G1.B2 Effective integration of Technology

G1.B2.S1 Provide training for the effective use of new technology programs that teachers and students are utilizing.

PD Opportunity 1

Provide professional and technical training for the effective use of Microsoft Windows 10 platform.

Facilitator

Ms. Alice Graham

Participants

Instructional Staff

Schedule

On 8/30/2016

PD Opportunity 2

Provide training for Accelerated Reader.

Facilitator

Alice Graham

Participants

All instructional staff.

Schedule

Weekly, from 8/30/2016 to 6/9/2017

G1.B3 Lack of Project Based Learning

G1.B3.S1 Increase the frequency of students working in groups during science, technology, engineering and math (STEM) activities.

PD Opportunity 1

Provide professional development for instructional staff to increase the frequency of students working on project based Math and Science learning activities.

Facilitator

Amy Weinberg

Participants

Instructional Staff

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development throughout the academic year along with 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 so all can use the professional development strategies to enhance Science instruction.	\$0.00
4	G1.B2.S1.A1	Provide professional and technical training for the effective use of Microsoft Windows 10 platform.	\$0.00
5	G1.B2.S1.A2	Provide training for Accelerated Reader.	\$0.00
6	G1.B2.S1.A3	Create reports from the Accelerated Reader Dashboard and utilize them to monitor student independent reading.	\$0.00
7	G1.B3.S1.A1	Provide professional development for instructional staff to increase the frequency of students working on project based Math and Science learning activities.	\$0.00
Total:			\$0.00