

Miami-Dade County Public Schools

Ojus Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Ojus Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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, with an infusion of the arts. 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, and 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 receives a quality education, demonstrating academic growth and social development at the conclusion of each year. Ojus' teachers share common visions of what effective teaching looks like, expectations are clearly defined and 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, 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, Science Technology, and the Arts. Ojus participates in many programs that will lead to STEAM (Science, Technology, Engineering, Art, and Mathematics) designation. The focus on students 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. All teachers follow the Code of Student Conduct. Teachers have clearly defined classroom rule and consequences. Administration implements a progressive discipline plan. Students and staff foster a mutual respect. Beginning at 7:00 am. 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. Staff members must punch in a gate code to access the campus from the parking lot. 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 sources. 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. Tier 3 Students (students that have been retained) 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 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.

The guidance counselor, school psychologist, and the administrators utilize individual and group counseling skills with students demonstrating social/ emotional issues. Resources are provided, such as outside agencies, to parents. Intervention and support is provided in a crisis situation. Ojus Elementary hosts Family Central, which is a program to aid parents with parenting strategies. Family Central meets weekly from October through January. Ojus also participates in the Oyentes program which provides students with one on one support.

Students are recognized and awarded for perfect attendance with a variety of incentives including; customized pencils, certificates, special appearance on WOJS (closed circuit television) 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.

Students research and share information about a different character value each month. Bullying behavior is addressed in the curriculum in all grade levels.

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 alternate setting, and 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 or unexcused
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 student report card grade of D or F in a Core Subject.

9. ELL for 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	11	8	6	12	6	8	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	8	8	9	13	26	23	0	0	0	0	0	0	0	87

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	11	11	9	5	23	30	0	0	0	0	0	0	0	89

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 available through a variety of sources. 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 with alternative assignments receive individualized 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 2017, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

As a Title I School, we will complete the Online Parent and Family Engagement Policy (PFEP) to meet the requirements of this section. Parents work closely with staff in multiple ways. Data chats, Open House, PTA and EESAC meetings are all occasions whereby parents can involve themselves with school polices, events, and student information. Ojus hosts Family Central on Tuesday evenings so parents can learn parenting strategies. Dinner is served and children are involved in activities so parents can engage in the meeting information. The Mission Statement and Vision Statement are visible on the first page of the student agenda Handbook and on the Ojus Elementary website www.ojuselementary.com.

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. Key community leaders are invited to share information with students and staff. Ojus Elementary has been recognized as a Governor's Five Star School of Excellence for the past 10 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

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
Duran, Veronica	Teacher, K-12
Mejia, Beth	Teacher, K-12
Conyers, Mallorie	Teacher, K-12
Firtell, Wendy	Teacher, K-12
Echavarria, Neeleidy	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 Leadership Team conducts regular meetings to share and disseminate 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. 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. N. Echavarria, 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. 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 review 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.

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 Family Engagement Policy (PFEP – 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 CHES; 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 Ojus Elementary 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 at Ojus Elementary assists schools with the identification,

enrollment, attendance, and transportation of homeless students. Ojus Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.

- At Ojus Elementary 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) The Ojus Elementary Homeless Liaison representative assigned by the school administrator provides 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. At Ojus Elementary its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. Ojus Elementary has adapted a policy which 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.
- All Ojus Elementary students are provided with agendas by Premier Agenda Company that 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
Ms. P. Washington	Teacher
Ms. A. Graham	Teacher
Ms. R. Rasool	Parent
Ms. S. Cascante	Teacher
Ms. W. Firtell	Teacher
Jeni Buchholz	Parent
Jessica Chen	Teacher
Ricardo Rodriguez	Teacher
Jennifer Espinosa	Teacher
Ana Malvar	Education Support Employee
Ariana Ellis	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the 2016-2017 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 2016-2017 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 and voting 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 Ojus Elementary school improvement funds (\$4500.00) were utilized for the purchase of supplemental instructional materials. Phonics books were purchased for utilization in grades kindergarten through second grade.

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
Conyers, Mallorie	Teacher, K-12
Duran, Veronica	Teacher, K-12
Dozier-Washington, Patrenia	Teacher, K-12
Firtell, Wendy	Teacher, K-12
Mejia, Beth	Teacher, K-12
Echavarria, Neeleidy	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 focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Intervention will be monitored regularly. Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. The major initiative of the Leadership Literacy Team (LLT) for the 2017-2018 school year will be to monitor the fidelity of the implementation literacy strategies being infused in core subject areas. The LLT will collect and analyze data in order to formulate professional development activities that will impact instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 instruction based on the data and curriculum Pacing Guides. The coaches and administration attend 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. In our faculty workroom we publicly display positive statements on a board entitled "Shout Outs."

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 iC3 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 iC3 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 iC3 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 has Gold STEM designation. Science,Technology Engineering and Mathematics is taught through a hands-on approach. Technological programs such as i-Ready, Imagine Learning, Reflex Math, Gizmos, Accelerated Reader and MyON Reader are in place. New this year will be the implementation of Science4Us in grades K-2.

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/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 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 Diagnostic 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 that 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, 2018.

Ojus Chess Team practices and participates in competitions.

Strategy Rationale

Enrichment is a necessary component for students 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, Pep Squad, Pearl Girlz and the Financial Literacy Club.

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 2018, FSA Mathematics 2018, and FCAT 2.0 Science Assessment 2018

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Social Media such as Instagram, Facebook, Twitter and the Ojus official website are also channels of communication to stakeholders. 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. 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

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

 = 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

G096731

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0
FAA Writing Proficiency	57.0
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Continuous professional development in core subject areas
- Effective integration of STEAM strategies throughout the curriculum

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, Science4Us, Classflow program through the portal.

Plan to Monitor Progress Toward G1. 8

Analyze student data

Person Responsible

Marta Mejia

Schedule

Weekly, from 8/30/2017 to 6/9/2018

Evidence of Completion

SAT Assessments, FSA Assessments 2018, FCAT 2.0 Science Assessment 2018, Science Baseline and Posttests grades k-4.

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

 = Problem Solving Step  S123456 = Quick Key

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

 G096731

G1.B1 Continuous professional development in core subject areas 2

 B260187

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

 S275630

Strategy Rationale

Actual proficiency on the 2016 FCAT 2.0 Science Assessment was 39% of all students scoring Level 3 or above. Actual proficiency on the 2017 FCAT 2.0 Science Assessment was 68% of all students scoring Level 3 or above. Ojus Elementary results on the FSA ELA 2017 for the Lowest 25% of students making Learning Gains was 78%. The letter grade of the school increase from an "B" in 2016-2017 to a "A" in 2017 -2018.

Action Step 1 5

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

Person Responsible

Alison Garfinkel

Schedule

Weekly, from 10/2/2017 to 6/9/2018

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 8/30/2017 to 6/9/2018

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

Biweekly, from 8/30/2017 to 6/9/2018

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 8/30/2017 to 6/9/2018

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 8/30/2017 to 6/9/2018

Evidence of Completion

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

G1.B2 Effective integration of STEAM strategies throughout the curriculum **2**

 B260188

G1.B2.S1 Provide training for the infusion of STEAM strategies throughout the curriculum. **4**

 S275631

Strategy Rationale

Ojus is a designated Gold STEM school. The faculty and administration aim to achieve STEAM status through the utilization of necessary strategies required to meet the criteria for STEAM designation.

Action Step 1 **5**

This workshop will focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) model and the impact of incorporating technology into classroom instruction.

Person Responsible

Alison Garfinkel

Schedule

On 10/2/2017

Evidence of Completion

Agenda

Action Step 2 **5**

Provide training for STEAM Strategy integration

Person Responsible

Amy Weinberg

Schedule

On 10/2/2017

Evidence of Completion

Agenda, handouts, charts

Action Step 3 5

A maker space will be set up in the Media Center for students in kindergarten and first grade. They will participate in STEAM related activities.

Person Responsible

Alice Graham

Schedule

Daily, from 10/9/2017 to 6/9/2018

Evidence of Completion

Activity stations for students

Action Step 4 5

Utilize the online standards based program Science4Us program.

Person Responsible

Marta Mejia

Schedule

Daily, from 10/11/2017 to 6/9/2018

Evidence of Completion

Student work samples, reports, and observations.

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

Observation of student work samples and projects

Person Responsible

Marta Mejia

Schedule

Weekly, from 10/9/2017 to 6/9/2018

Evidence of Completion

Work samples, observations

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

Science Baseline and Final Test results for kindergarten and first graders

Person Responsible

Marta Mejia













Schedule

Weekly, from 10/9/2017 to 6/9/2018

Evidence of Completion

Science Baseline and Final Test results for kindergarten and first graders

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1  A370294	This workshop will focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) model...	Garfinkel, Alison	10/2/2017	Agenda	10/2/2017 one-time
G1.B2.S1.A2  A370295	Provide training for STEAM Strategy integration	Weinberg, Amy	10/2/2017	Agenda, handouts, charts	10/2/2017 one-time
G1.MA1  M398671	Analyze student data	Mejia, Marta	8/30/2017	SAT Assessments, FSA Assessments 2018, FCAT 2.0 Science Assessment 2018, Science Baseline and Posttests grades k-4.	6/9/2018 weekly
G1.B1.S1.MA1  M398667	At monthly faculty meetings administration will schedule time for the sharing new information and...	Mejia, Marta	8/30/2017	Lesson Plans, Administrative Walk-throughs, student work samples, handouts of information, PowerPoints	6/9/2018 weekly
G1.B1.S1.MA1  M398668	Evidence in lesson plans infusing strategies presented from the sharing of practices from...	Mejia, Marta	8/30/2017	Student work samples, lesson plans	6/9/2018 weekly
G1.B1.S1.A1  A370291	Provide professional development throughout the academic year along with sharing of best practices...	Garfinkel, Alison	10/2/2017	Agendas, Sign in sheets	6/9/2018 weekly
G1.B1.S1.A2  A370292	Teachers will be provided the information to participate in District, as well as school site,...	Mejia, Marta	8/30/2017	My Learning Plan portal link	6/9/2018 weekly
G1.B1.S1.A3  A370293	Teachers share information learned at professional development workshops with the staff so all can...	Mejia, Marta	8/30/2017	Agendas, Power Points, handouts	6/9/2018 biweekly
G1.B2.S1.MA1  M398669	Science Baseline and Final Test results for kindergarten and first graders	Mejia, Marta	10/9/2017	Science Baseline and Final Test results for kindergarten and first graders	6/9/2018 weekly
G1.B2.S1.MA1  M398670	Observation of student work samples and projects	Mejia, Marta	10/9/2017	Work samples, observations	6/9/2018 weekly
G1.B2.S1.A3  A370296	A maker space will be set up in the Media Center for students in kindergarten and first grade. They...	Graham, Alice	10/9/2017	Activity stations for students	6/9/2018 daily
G1.B2.S1.A4  A370297	Utilize the online standards based program Science4Us program.	Mejia, Marta	10/11/2017	Student work samples, reports, and observations.	6/9/2018 daily

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 Continuous 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 8/30/2017 to 6/9/2018

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

Biweekly, from 8/30/2017 to 6/9/2018

G1.B2 Effective integration of STEAM strategies throughout the curriculum

G1.B2.S1 Provide training for the infusion of STEAM strategies throughout the curriculum.

PD Opportunity 1

This workshop will focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) model and the impact of incorporating technology into classroom instruction.

Facilitator

Alison Garfinkel

Participants

Instructional Staff

Schedule

On 10/2/2017

PD Opportunity 2

Provide training for STEAM Strategy integration

Facilitator

Sabrina Constantin

Participants

Instructional staff.

Schedule

On 10/2/2017

PD Opportunity 3

A maker space will be set up in the Media Center for students in kindergarten and first grade. They will participate in STEAM related activities.

Facilitator

Dr. M. Mejia

Participants

K-1 teachers

Schedule

Daily, from 10/9/2017 to 6/9/2018

PD Opportunity 4

Utilize the online standards based program Science4Us program.

Facilitator

Ashlee Simmons

Participants

Teachers in grades K - 2 specifically and teachers in grades 3-5 are invited as well to training

Schedule

Daily, from 10/11/2017 to 6/9/2018

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	This workshop will focus on the SAMR (Substitution, Augmentation, Modification, Redefinition) model and the impact of incorporating technology into classroom instruction.	\$0.00
5	G1.B2.S1.A2	Provide training for STEAM Strategy integration	\$0.00
6	G1.B2.S1.A3	A maker space will be set up in the Media Center for students in kindergarten and first grade. They will participate in STEAM related activities.	\$0.00
7	G1.B2.S1.A4	Utilize the online standards based program Science4Us program.	\$0.00
Total:			\$0.00