

Miami-Dade County Public Schools

Ojus Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	29
Budget to Support Goals	29

Ojus Elementary School

18600 W DIXIE HWY, Miami, FL 33180

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

Demographics

Principal: Marta Mejia M

Start Date for this Principal: 8/28/2001

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: A (64%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	29

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Working as a team, students, parents, staff, and the community of Ojus Elementary School will improve student achievement and develop lifelong learners who respect themselves and others. In a safe, supportive environment, students will learn reading, writing, mathematics, science and technology, 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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Mejia, Marta	Principal	Dr. Mejia is our school leader, and stays in constant communication with all stakeholders. She takes the lead on leadership meetings, faculty meetings, and makes daily announcements to our students and staff. She engages parents by hosting Open Houses and FSA nights. She engages PTA members and community stakeholders by inviting them to EESAC meetings. All decisions that are made at Ojus go through Dr. Mejia first, including new dismissal plans and any changes made in staff schedules.
Enriquez, Jennifer	Assistant Principal	Ms. Enriquez is one of our assistant principals. She serves as a main contact for parents, as well as our primary contact and coordinator for all Covid related issues. She deals with student behavior concerns and is in charge of WIDA testing and FLKRS testing, school-wide. Ms. Enriquez co-hosts faculty meetings and leads our virtual Honor Roll assemblies.
Nagee, Amanda	Teacher, K-12	Ms. Nagee is a new leader to our 4th grade team. She engages stakeholders by communicating with the parents of her students. Additionally, she attended Synergy this year for the first time, and took on a major role in the writing and implementation of our SIP. Ms. Nagee presented our SIP to the staff during our virtual faculty meeting, and will continue to work on the process and revision throughout the school year.
Williams, Julett	Teacher, K-12	Ms. Williams is new to our third grade team. She engages stakeholders by communicating with the parents of her students. Additionally, she attended Synergy this year for the first time, and took on a role in the writing and implementation of our SIP.
Ofshtein, Sophia	Instructional Coach	Ms. Ofshtein is in her first full year as a reading coach at Ojus. She engages stakeholders by serving as a Russian translator for our growing Russian-speaking population. She will engage the staff by facilitating reading and writing planning meetings with all the grade levels. She served as our Professional Development Day presenter, providing the staff with a working knowledge of the new reading series and intervention series. Ms. Ofshtein attends all leadership meetings and works closely on the implementation of Tier 2 and 3 interventions throughout the school. She will also be in charge of iReady Diagnostic schedules, school-wide.
Malvar, Ana	School Counselor	Ms. Malvar is our MTSS coordinator. She runs MTSS meetings and SST meetings. She collects and manages all paperwork associated with opening cases. As our guidance counselor, she stays in communication with students, parents, and teachers, providing assistance or advice as needed.

Demographic Information

Principal start date

Tuesday 8/28/2001, Marta Mejia M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

745

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	96	152	127	134	149	0	0	0	0	0	0	0	745
Attendance below 90 percent	10	13	29	26	18	18	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	12	16	13	19	0	0	0	0	0	0	0	65
Course failure in Math	0	4	7	11	14	26	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	2	28	73	56	35	38	0	0	0	0	0	0	0	232

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	15	12	9	24	0	0	0	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	11	11	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	1	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	104	166	144	163	160	176	0	0	0	0	0	0	0	913
Attendance below 90 percent	11	27	29	22	19	21	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	14	21	19	11	0	0	0	0	0	0	0	75
Course failure in Math	0	8	7	22	27	29	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	7	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	12	12	18	24	20	0	0	0	0	0	0	0	88	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	10	10	11	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	2	2	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	62%	57%	70%	62%	56%
ELA Learning Gains				68%	62%	58%	70%	62%	55%
ELA Lowest 25th Percentile				54%	58%	53%	68%	59%	48%
Math Achievement				72%	69%	63%	73%	69%	62%
Math Learning Gains				59%	66%	62%	66%	64%	59%
Math Lowest 25th Percentile				32%	55%	51%	47%	55%	47%
Science Achievement				51%	55%	53%	54%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	60%	10%	58%	12%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-70%				
05	2021					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	67%	8%	62%	13%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-75%				
05	2021					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5 will use iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.3	42.8	53.1
	Economically Disadvantaged	28.3	40.5	49.6
	Students With Disabilities	16.7	16.7	16.7
	English Language Learners	4.3	4.3	21.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.2	45.5	56.6
	Economically Disadvantaged	30.8	41.3	52.9
	Students With Disabilities	16.7	16.7	33.3
	English Language Learners	30.4	26.1	39.1

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.3	45.2	55.6
	Economically Disadvantaged	41	42.1	55.1
	Students With Disabilities	60	33.3	33.3
	English Language Learners	0	10	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.6	39.8	58.9
	Economically Disadvantaged	29.6	38.7	57.9
	Students With Disabilities	33.3	16.7	33.3
	English Language Learners	20	22.2	50
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.6	64.5	72.5
	Economically Disadvantaged	37.9	57.3	67.6
	Students With Disabilities	0	0	20
	English Language Learners	0	8.3	23.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.9	44.9	60.9
	Economically Disadvantaged	17.6	38.8	53.9
	Students With Disabilities	0	10	20
	English Language Learners	7.7	25	7.7

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	48.3	61.1
	Economically Disadvantaged	39.7	47.2	59.5
	Students With Disabilities	0	6.7	26.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	47.9	60.4
	Economically Disadvantaged	23.8	47.6	60.3
	Students With Disabilities	0	0	13.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.8	49.7	56.8
	Economically Disadvantaged	42.7	49.2	53.4
	Students With Disabilities	0	7.7	15.4
	English Language Learners	0	0	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.4	47.7	59.4
	Economically Disadvantaged	35	45.8	56.8
	Students With Disabilities	7.7	15.4	30.8
	English Language Learners	14.3	0	28.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	15	0
	Economically Disadvantaged	0	16	0
	Students With Disabilities	0	0	0
	English Language Learners	0	5	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	13	15	30	40						
ELL	62	58	57	59	43	23	38				
ASN	94			83							
BLK	53	52	20	49	33		33				
HSP	61	49	40	58	41	22	36				
WHT	68	57		63	43		47				
FRL	59	51	33	56	42	31	41				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	44	37	47	50	26	21				
ELL	63	63	56	69	57	34	35				
ASN	94			88							
BLK	65	69	45	66	57	27	26				
HSP	69	69	54	72	62	36	49				
MUL	90			80							
WHT	79	66		79	38		74				
FRL	68	66	54	70	57	30	44				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	44	40	37	39	23					
ELL	52	69	71	61	57	44	25				
ASN	92			92							
BLK	60	57	42	61	47	27	34				
HSP	71	70	72	75	66	48	54				
WHT	71	82		73	79	55	79				
FRL	67	67	63	72	65	48	53				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	380

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

All Math Achievement SWD subgroups increased by 10 percentage points.

All Math Subgroups Achievement increased except for Hispanic students, which decreased by 3 percentage points and FRL students which decreased by 2 percentage points.

All ELL Subgroups for Math L25 decreased by 10 percentage points.

All Hispanic Subgroups for Math L25 decreased by 12 percentage points.

All FRL Subgroups for Math L25 decreased by 18 percentage points.

2021 data findings:

All 4th grade math students, based on a comparison of AP2 to AP3, increased by 12.5 percentage points.

All 3rd grade ELL students, based on a comparison of AP2 to AP3, decreased by 17.3 percentage points.

All 3-5 proficient students in ELA decreased by 9 percentage points from 71 percent to 62 percent.

All 3-5 ELA Learning Gains decreased by 16 percentage points from 68 percent to 52 percent.

All 3-5 proficient students in Math decreased by 15 percentage points from 72 percent to 57 percent.

All 3-5 Math Learning Gains decreased by 18 percentage points from 59 percent to 41 percent.

All 3-5 ELA L25 decreased by 22 percentage points from 54 percent to 32 percent.

All 3-5 Math L25 decreased by 3 percentage points from 32 percent to 29 percent.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

The majority of the Math Subgroups Learning Gains L25 decreased. Students with Free and Reduced Lunch decreased by 18 percentage points, Hispanic students decreased by 12 percentage points, and ELL students decreased by 10 percentage points.

All ELL students, based on a comparison on AP2 to AP3, decreased by 9 percentage points.

2021 data findings:

Many of our ELL and ESE students in iReady Math demonstrated little to no growth. ELL students in Kindergarten demonstrated no growth, ESE students in 1st grade demonstrated no growth, and all tested grade levels demonstrated a greater decrease in math than in reading.

All 5th grade Math students, according to the FSA results, decreased by 20 percentage points.

Based on our FSA data, 3-5 students in Math and Math Learning Gains decreased significantly, demonstrating a greater need for improvement than in reading.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019 data findings:

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroups. We will also develop teachers using strategies that focus on differentiated instruction and intervention for lower performing students to help them with proficiency of grade level content.

2021 data findings:

For the last 5 years, we have been focusing on implementing standards-based and data-driven instruction in all classrooms. Last year, about 50% of our student population was learning virtually. It was a challenge to engage our students virtually and utilize accurate data while still following CDC guidelines. We will continue to focus our efforts on Tier 2 and 3 interventions in both reading and math. In reading, we will utilize the new Reading Horizons intervention program. In math, we will emphasize Reflex Math as a foundational tool. We will also continue to incorporate data-driven

instruction to assist our ESE and ELL subgroups in demonstrating growth. Teachers will receive support from the ESE and ELL departments with push-in instruction and small group differentiation. In addition, collaborative grade-level planning will support these efforts.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:

Math Achievement Subgroups and Learning Gains Subgroups increased. White students in math achievement increased by 6 percentage points, Black students in math achievement increased by 5 percentage points, and SWD in math achievement increased by 10 percentage points.

2nd Grade students increased from 47 percentage points to 64 percentage points on the iReady AP2.

2021 data findings:

4th Grade ESE students increased from 6.7 percentage points proficiency to 26.7 percentage points proficiency when comparing AP2 to AP3.

2nd Grade Math ELL students increased from 22.2 percentage points proficiency to 500 percentage points proficiency when comparing AP2 to AP3.

4th Grade ELA proficiency increased by 1 percentage point according to 2021 FSA results.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 data findings:

We created a collaborative planning schedule that allotted time to plan for DI and interventions. Administrators and instructional coaches attended weekly planning meetings and contributed to conversations with individual departments. Instruction was modified on an ongoing basis based on current data.

2021 data findings:

We utilized push-in models among the ESE and ELL departments. An increased focus on writing practices, and attending professional developments for writing instruction, contributed to increased ELA scores. We will continue to plan for differentiated instruction with our grade levels, as well as meet with the principal and instructional coaches to disaggregate ongoing student data. Teacher instruction will be modified on an ongoing basis based on updated changes in student data.

What strategies will need to be implemented in order to accelerate learning?

Data-driven instruction, differentiated instruction, extended learning opportunities, standards-based collaborative planning, and interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Synergy team will develop a PowerPoint presenting the focal points of the SIP (August/2021). The instructional coaches will provide professional development to the staff about reading and math related topics pertinent to the new school year, including the new reading and intervention series

(August/2021). Making adjustments to groups as data becomes available (October/2021) and continuous data chats with feedback (ongoing) are our next steps. Instructional coaches will provide specific needs to individual teachers (ongoing). Instructional coaches will meet with the reading and math teachers, by grade level, to plan for instruction (monthly-ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be provided with after-school tutoring and interventions, as well as special clubs and STEAM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

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

Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all our learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the necessary scaffolding for the L25 subgroup to access grade-level content in order to make learning gains and move toward proficiency. Students are returning from more than a year of learning loss and many challenges were faced. Due to our decreased performance numbers in Math and Math Learning Gains on the 2021 FSA, our focus will be on ensuring that differentiated instruction is a guiding factor in all mathematics classrooms. We will continue to support our teachers by providing common planning time during which student data will be monitored closely in order to adjust classroom instruction, as needed.

Measurable Outcome:

If we implement Differentiation with fidelity, then our L25 students will increase by 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The leadership team will conduct regular data chats, adjust groups based on current data, and follow-up with regular walk-throughs to ensure quality instruction is taking place. We will utilize Performance Matters to track assessments, which will then be analyzed during leadership meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Marta Mejia (pr4061@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data Driven Instruction, which will assist in accelerating the learning gains of our L25s as it will meet the students needs. This will be monitored using reports from Performance Matters and data trackers to drive instructional planning.

Rationale for Evidence-based Strategy:

Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/23/21-10/1/21: Teachers will create initial differentiated instruction (DI) groups based on last year's data. Instructional coaches will assist in this process, and provide required materials, as needed.

Person Responsible

Sabrina Constantin (sconstantin@dadeschools.net)

10/1/21: Teachers will implement DI by quarter 2. They will develop lesson plans inclusive of DI. As a result, students will be kept abreast of their groups and resources.

Person Responsible

Sabrina Constantin (sconstantin@dadeschools.net)

8/23/21-3/31/22: Teachers will update groups based on student needs on an ongoing basis, using new data as it becomes available. Teachers will attend collaborative planning meetings with their grade levels in order to share best practices.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

8/23/21-6/8/22: Instructional coaches will support teachers, as needed. Teachers should utilize the district-provided data trackers (or teacher-created trackers) to monitor student progress and adjust as necessary.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

10/29/21: Teachers will attend an informational session on the mandatory PD day where they will receive resources and ideas to supplement their DI groups.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

11/1/21-6/8/22: Teachers in grades K-2 will implement the use of the new manipulative kits that were received from the district. They will ensure that their students are utilizing the resources with fidelity in both independent centers and teacher-led centers through modeling and practice.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

1/31/22-4/29/22: Math teachers will continue to implement specified DI days on a biweekly basis with support and observational walk-throughs from administration and coaches.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

1/31/22-4/29/22: As new iReady (AP2) data becomes available, students will be receiving specific and targeted differentiated instruction to best remediate skills they are deficient in.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

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

Based on the data review, our school will implement the Targeted Element of Small Group Instruction. We selected the overarching area of Small Group Instruction based on our findings that demonstrated Learning Gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all our learners therefore it is evident that we must improve our ability to implement small group instruction based on the levels of the students we serve. We will provide the necessary scaffolding for the L25 subgroup to access grade-level content in order to make learning gains and move toward proficiency. Due to our decreased performance in ELA and ELA Learning Gains on the 2021 FSA, we will ensure that students are working in small groups during the learning day to meet the needs of our struggling learners. We will continue to support the teachers by providing professional development and grade level planning in which student data will be targeted.

Measurable Outcome:

If we implement small group instruction, such as interventions, with fidelity, then our students will increase by 5 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The leadership team will conduct regular data chats, adjust groups based on current data, and follow-up with regular walk-throughs to ensure quality instruction is taking place. We will utilize data from intervention progress monitoring, which will then be analyzed during leadership meetings to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Marta Mejia (pr4061@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of Small Group Instruction, our school will focus on the evidence-based strategy of data driven instruction, which will assist in accelerating the learning gains of our lowest 25% as it will meet the students needs. This will be monitored using data from intervention progress monitoring to drive instructional planning.

Rationale for Evidence-based Strategy:

Data-driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31/21: Teachers will provide interventions in small groups based on the student's previous years' data (SAT and FSA). Tier 2 and 3 students will be targeted utilizing the new Reading Horizons series.

Person Responsible

Sophia Ofshtein (sogomez@dadeschools.net)

8/31/21: Teachers will implement these small groups as soon as data and materials are available. Lesson plans should reflect intervention times and plans, and teacher's schedules will reflect a set intervention time.

Person Responsible

Sophia Ofshtein (sogomez@dadeschools.net)

8/31/21-6/8/22: Teachers will update groups based on student needs on an ongoing basis. Students will be removed or added based on ongoing progress throughout the school year.

Person Responsible

Sophia Ofshtein (sogomez@dadeschools.net)

8/31/21-6/8/22: Instructional coaches will support teachers, as needed. Small group intervention data will be tracked closely via Progress Monitoring Checkpoints, as aligned on the district-provided calendar.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

11/1/21-6/8/22: Teachers and administrators will monitor usage reports closely to oversee that students are logging in and utilizing the software component of Reading Horizons for 30 minutes per week.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

10/15/21-12/17/21: Teachers and the reading coach should attend Horizons training sessions, as they are available, and utilize the Padlet for report-pulling, sample lessons, and additional resources.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

1/31/22-4/29/22: As new iReady (AP2) data becomes available, students who have met the district requirement for removal, will be withdrawn from interventions, and will continue to be monitored.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

1/31/22-4/29/22: As our next round of data chats commence, administration, coaches, and teachers will be using all updated data points to determine which students would benefit from being added to small group interventions (Tier 2).

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed that student's attendance is impacted by struggles with Social Emotional Health. Daily motivational messages with an emphasis on mindfulness will ensure that students are growing on a social-emotional level, and their attendance is increasing. Do the Right Thing will be implemented this year to promote good character and appropriate social interactions. Catch a Superstar is another initiative we will implement which will help students identify positive character traits and share them school-wide. Students caught being a superstar will be recognized on the announcements.
Measurable Outcome:	If we implement the Targeted Element of Social Emotional Learning, our students will receive quality instruction that integrates social and emotional skills which will positively impact their school attendance. With consistency, student's overall attendance will increase by 5 percentage points by June of 2022.
Monitoring:	The leadership team will plan to implement regular activities that lend themselves to healthy habits and stronger social emotional health. The LT will also work to connect with families who struggle with attendance and identify the root cause for absences. Individual students who have consistent truancy will be mentored by the LT and encouraged to attend school more regularly.
Person responsible for monitoring outcome:	Jennifer Enriquez (jensenriquez@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Promoting Growth Mindset. Promoting Growth Mindset initiatives will assist in healthier social emotional health, as well as increased attendance.
Rationale for Evidence-based Strategy:	Growth Mindset Initiatives will increase social and emotional well-being and decrease the number of student absences. The initiatives will provide the LT with a systematic approach to identify students in need of personalized attention.
Action Steps to Implement	
8/23/21-9/30/21: School leadership team will develop a plan for school-wide mindfulness activities, events, and programs. This team consists of our assistant principal, PE coach, and school counselor.	
Person Responsible	Jennifer Enriquez (jensenriquez@dadeschools.net)
8/23/21-6/8/22: The principal and school counselor will implement daily inspirational announcements. Teachers should implement weekly lessons found in the reading pacing guide.	
Person Responsible	Jennifer Enriquez (jensenriquez@dadeschools.net)
8/23/21-6/8/22: The teachers should support SEL growth through the modules found in Headspace and by nominating students for Catch a Superstar.	
Person Responsible	Jennifer Enriquez (jensenriquez@dadeschools.net)
10/1/21-6/8/22: The assistant principal will communicate with the teachers regarding SEL growth and implement changes/adjustments, as needed. Support will be provided to teachers and students on an ongoing basis.	

Person Responsible Jennifer Enriquez (jensenriquez@dadeschools.net)

11/1/21-5/31/22: The assistant principal and counselor will host monthly ceremonies to honor students that were nominated for Catch a Superstar.

Person Responsible Jennifer Enriquez (jensenriquez@dadeschools.net)

8/23/21-6/8/22: The school counselor conducts a weekly meditation on the morning announcements to get students ready and motivated for their school day.

Person Responsible Ana Malvar (306913@dadeschools.net)

1/31/22-4/29/22: The initiative to improve student attendance will continue, as classes with perfect attendance for a specified amount of days will receive various incentives from administration.

Person Responsible Ana Malvar (306913@dadeschools.net)

1/31/22-4/29/22: The assistant principal and school counselor will implement a schoolwide reflective "Me Day" that will align students, teachers, and families with increased social-emotional well-being.

Person Responsible Jennifer Enriquez (jensenriquez@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate Survey and the Core Leadership Competencies, we want to use the Targeted Element of Instructional Leadership Team. Teachers in the building didn't feel that they had a voice in the decision-making process, therefore, we want to develop more teacher leaders by specifying their strengths and expertise in order to allow them the opportunity to further their learning, which will positively impact the entire school. We offer teachers opportunities to attend professional developments and return to the building to share their knowledge with their team members as the experts. By involving them in school-wide initiatives, student success will be positively impacted.
Measurable Outcome:	If we implement the Targeted Element of Instructional Leadership Team, our teachers will be provided with the opportunity to contribute to school-wide decisions. This will be realized through identification of teacher leaders that exhibit expertise and/or show interest in specific areas of academics or social emotional learning. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leaders with new initiatives and development. The initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they gained during faculty meetings.
Person responsible for monitoring outcome:	Jennifer Enriquez (jensenriquez@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on evidence-based strategy of: Shared Leadership. By involving teachers in the decision making process we hope to increase the feeling of shared leadership.
Rationale for Evidence-based Strategy:	Involving Staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

8/23/21: The leadership team will determine how teacher leaders can better support the faculty and students. Data from our previous years' Needs Assessment will drive this need.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

8/31/21-6/8/22: The school administrators will provide teachers with opportunities to become involved in leadership roles. At our faculty meeting, administration will seek out leaders to take on roles as Social Sciences advocates.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

9/15/21-6/8/22: Administration will communicate with teachers on an ongoing basis to ensure that they are getting the support they need to effectively carry out their roles. Leadership meetings will be conducted monthly.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

8/23/21-6/8/22: As the year progresses and more opportunities for leaders to take on new roles become available, those tasks will be presented to the staff members and they will be encouraged to take on new leadership roles.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

10/29/21: Teacher leaders were identified to provide professional development to faculty and staff on mandatory PD days, where they will share best practices and DI materials.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

11/7/21-3/7/22: Our principal designated teachers as ICAD leaders to attend monthly meetings and disseminate information to their grade level teams.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

1/31/22-5/31/22: At our upcoming faculty meetings, teachers will be surveyed regarding their interest in participating in the Summer Interview Committee.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

1/31/22-3/18/22: At our grade level common planning meetings, administration and coaches will continue to observe and participate, as ICAD leaders present new reading information to their teams.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Power BI, Ojus Elementary did not have any suspensions during the 2020/2021 school year. Our school did not populate on SafeSchoolsforAlex.org. A primary area of concern will be minimizing the amount of referrals that will be written in the current school year. Last year, 6% of our 5th grade students received one referral and 5% of our 5th grade students received 2 or more referrals. 8% of our 4th grade students received one referral and 4% of our 4th grade students received 2 or more referrals. 10% of our 3rd graders received one referral and 10% of our 2nd graders received one referral. Compared to the district's data, our school had 7% of the students receiving one referral whereas the district-wide average is 3% of the students receiving one referral. Our positive school culture and environment plan, specifically related to Social Emotional Learning, will assist in decreasing the amount of referrals this school year. Maintaining positive mindsets and providing opportunities for Social/Emotional growth should assist students in improving their overall behavior, thus decreasing the amount of referrals written.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Positivity, and Connections. As a school, we take pride in building positive school culture. During morning announcements, our administrators make encouraging statements to get the teachers and students ready and motivated for a productive day. We celebrate successes and boost morale randomly by receiving iReady incentives, "Woot Woot" carts with treats, and Dunkin Donuts gift cards. Our school creates experiences throughout the year to engage with parents and families and ensures that they have necessary information to support their children. Teachers are encouraged to meet their students at the door with a positive greeting and will implement social emotional learning within the curriculum. Shared ideas and best practices are shared among teachers at weekly grade level planning sessions. New teachers are assigned i3 mentors to guide them effectively through their first two years. Teachers are encouraged to share thoughts and ideas with the entire leadership team. We have multiple after-school programs that help students in supporting their social and emotional progress, as well as celebrating their interests and strengths. Each year, we implement a Listeners/Oyente program which provides students with an opportunity to interact with a mentor. In order to collaborate with business partners and other stakeholders, we will be hosting a Career Day via Zoom.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, and Counselor (our School Leadership Team). The Principal's role is to oversee and disseminate initiatives, as well as respond to concerns with morale. The Assistant Principals will monitor and track the progress of the initiatives, and ensure that all information is shared with stakeholders in a timely manner. The instructional coaches and counselors will implement, track, and assist teachers and students. Teacher leaders will guide grade level meetings and provide feedback and assistance for teachers and students. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00