

Miami-Dade County Public Schools

Ojus Elementary School



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: A (64%) 2018-19: B (58%) 2017-18: A (64%)
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	N/A

* 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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>92%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>89%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	B	B	B

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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. Ojus Elementary School enriches the community and is enriched by the community. Thus, 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mejia, Marta	Principal	<p>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.</p>
Ofshtein, Sophia	Reading Coach	<p>Ms. Ofshtein is the 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 grade levels. She serves as our EESAC Chairperson. 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.</p>
Malvar, Ana	School Counselor	<p>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.</p>
Constantin, Sabrina	Math Coach	<p>Ms. Constantin is the math coach at Ojus. She engages stakeholders by serving as a Creole translator for our growing Creole-speaking population. She will engage the staff by facilitating math and science planning meetings with all grade levels. She serves as our STEM Designation Liaison. Ms. Constantin attends all leadership meetings and works closely on the implementation of Tier 2 and 3 math interventions throughout the school. She will also be in charge of facilitating the ballet program for our 2nd and 3rd grade students.</p>
Garfinkel, Alison	Assistant Principal	<p>Ms. Garfinkel serves as our assistant principal. She is in charge of implementing and carrying out all state-wide testing including FSA, FCAT, and FAST. Ms. Garfinkel works closely with our students and parents to maintain open lines of communication and implement behavior management plans, as needed. She engages parents by co-hosting Open Houses, FSA Nights, and Honor Roll Assemblies. She single-handedly generated an arrival and dismissal plan for our students, ensuring that safety is our number one priority.</p>

Demographic Information

Principal start date

Tuesday 8/28/2001, Marta Mejia M

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

697

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	133	107	151	113	141	0	0	0	0	0	0	0	747
Attendance below 90 percent	0	19	17	11	10	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	24	37	19	6	0	0	0	0	0	0	0	93
Course failure in Math	0	4	10	19	12	20	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	19	25	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	22	21	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	7	31	46	34	34	0	0	0	0	0	0	0	152
	0	8	18	25	27	23	0	0	0	0	0	0	0	101

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 7/15/2022

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	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	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

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	121	106	145	121	134	143	0	0	0	0	0	0	0	770
Attendance below 90 percent	19	17	14	8	9	12	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	25	40	29	7	7	0	0	0	0	0	0	0	108
Course failure in Math	0	13	18	20	21	15	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	26	26	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	22	34	0	0	0	0	0	0	0	85
Number of students with a substantial reading deficiency	0	31	47	45	34	42	0	0	0	0	0	0	0	199

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	0	19	25	35	25	25	0	0	0	0	0	0	0	129

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	0	9	11	13	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	62%	56%				71%	62%	57%
ELA Learning Gains	67%						68%	62%	58%
ELA Lowest 25th Percentile	62%						54%	58%	53%
Math Achievement	65%	58%	50%				72%	69%	63%
Math Learning Gains	72%						59%	66%	62%
Math Lowest 25th Percentile	67%						32%	55%	51%
Science Achievement	48%	64%	59%				51%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	60%	10%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-70%				
05	2022					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	67%	8%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-75%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	42	55	29	55	60	6				
ELL	56	66	71	63	80	75	43				
ASN	100			90							
BLK	66	66	75	53	49	36	37				
HSP	64	68	61	68	79	79	51				
WHT	69	56		62	63		53				
FRL	64	67	65	61	70	63	45				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

From 2021 to 2022, according to FSA data, all Achievement categories demonstrated an increase:
 ELA Achievement improved from 62% to 66%, a 4 percentage point increase.
 ELA Learning Gains improved from 52% to 67%, a 15 percentage point increase.
 ELA Learning Gains of the Lowest 25% improved from 32% to 62%, a 30 percentage point increase.
 Math Achievement improved from 57% to 65%, an 8 percentage point increase.
 Math Learning Gains improved from 41% to 72%, a 31 percentage point increase.
 Math Learning Gains of the Lowest 25% improved from 29% to 67%, a 38 percentage point increase.
 Science Achievement improved from 40% to 48%, an 8 percentage point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to our FSA Data Review, the categories with the greatest need for improvement are: ELA Achievement (which demonstrated a 4 percentage point increase), Math Achievement (which demonstrated an 8 percentage point increase), and Science Achievement (which demonstrated an 8 percentage point increase).

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

For the last 5 years, we have been focusing on implementing standards-based and data-driven instruction in all classrooms. We will continue to focus our efforts on Tier 2 and 3 interventions in both reading and math. In reading, we will continue to utilize the new Reading Horizons intervention program, with an increased emphasis on fidelity. In math, we will emphasize Reflex Math as a foundational tool and continue to utilize IXL. 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 2022 state assessments, showed the most improvement?

According to our FSA Data Review, the categories which showed the most improvement are: ELA LG of the Lowest 25% (which demonstrated a 30 percentage point increase), Math LG (which demonstrated a 31 percentage point increase), and Math LG of the Lowest 25% (which demonstrated a 38 percentage point increase).

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

During the most recent school year, we implemented a spiral review program amongst 3-5 students called Acaletics, which we believe had a significant influence on the Learning Gains in Math. 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 among the Lowest 25% of our students. We will continue to plan for differentiated instruction with all 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 changes in student data as the year progresses.

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

Data-driven instruction, differentiated instruction, extended learning opportunities (such as academic clubs and after-school tutoring), standards-based collaborative planning, and Tier 2 and 3 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 School Improvement Process to the staff (August, 2022). The instructional coaches will provide professional development about reading and math related topics pertinent to the new school year, including the new math series (August-November, 2022). Educators will adjust academic groups as progress monitoring data becomes available and data chats with ongoing feedback will take place throughout the school year (ongoing). Instructional coaches will provide specific needs and best practices 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 bi-weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to our school goals. Extended learning opportunities will be provided with after-school tutoring and academic clubs, as well as STEAM-based clubs.

Part

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA achievement (proficiency) data, 65% of our 3-5 students were proficient in Math. The 2021 achievement data shows that 57% of our 3-5 students were proficient in Math. Based on the data, differentiation has been proven to be effective in meeting students' individual needs. We will continue to focus on differentiation to address this need.

Measurable

Outcome:

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

With the implementation of differentiation, an additional 5% of our 3-5 population will score at grade level or above on the 2022-2023 state assessment, with 70% achievement (proficiency) as our goal.

Monitoring:

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

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 via Schoology, which will then be analyzed during data chats to ensure students are demonstrating growth. Extended learning opportunities will be provided to those students who demonstrate a need.

Person responsible for monitoring outcome:

Sabrina Constantin (sconstantin@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of differentiation which will assist in further accelerating the learning gains of our L25s. This will be monitored using reports from Performance Matters, data trackers to drive instructional planning, and ongoing Progress Monitoring via FAST Testing.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-driven differentiation 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Teachers will create initial differentiated instruction (DI) groups based on last year's iReady and/or FSA/SAT data. Instructional coaches will assist in this process, and provide required materials, as needed. As a result, students will be grouped according to their proficiency levels and receive appropriate instruction.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

8/22/22-10/14/22: Teachers will fully 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)

8/22/22-10/14/22: Teachers will update groups based on student needs on an ongoing basis, using new data as it becomes available via FAST testing and iReady Diagnostic testing. Teachers will attend collaborative planning meetings with their grade levels. As a result, instructors will share best practices to best accommodate their students' needs.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

8/22/22-10/14/22: Coaches will facilitate biweekly common planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and best practices. As a result, all grade level teams will be well prepared for classroom instruction.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

10/31/22-12/16/22: Acaletics, a supplemental math material, will be implemented for students in grades 3-5. As a result, those students will be better prepared for the upcoming standards-based F.A.S.T. assessments.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

10/31/22-12/16/22: Utilizing iReady AP1 results as a guide, teachers will meet with administration and instructional coaches in formal data chats. As a result, students with below-grade-level data will be identified as possible retentions, and intervention groups will be restructured, as needed.

Person Responsible Sabrina Constantin (sconstantin@dadeschools.net)

#2. Positive Culture and 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. During the 2021-2022 school year, 36% of our students had between 11 and 30 absences. 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 promoted this year to encourage positive character development. 'Catch a Superstar' is another initiative we will continue to implement which will help students exemplify positive character traits. Students caught being a superstar will be recognized on the announcements and given a certificate.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: If we successfully implement Social Emotional Learning and attendance initiatives, our students with absences between 11 and 30 will decrease by 5 percentage points in the 2022-2023 school year, with a goal of 31% or less.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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. The Attendance Review Committee will monitor attendance records closely and meet with families to address attendance concerns. Individual students who have consistent truancy will be mentored by the counselor and encouraged to attend school more regularly.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Alison Garfinkel (288972@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Social Emotional Learning, our school will focus on the evidence-based strategy of Attendance Initiatives to ensure close monitoring of student attendance, as well as incentives for classes with perfect attendance.
Describe the evidence-based strategy being

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We want to empower students in our school by incentivizing attendance and promoting improved Social Emotional Learning. Leading different initiatives will provide opportunities for students to grow on a personal level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: 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 Alison Garfinkel (288972@dadeschools.net)

8/22/22-10/14/22: The principal and school counselor will implement daily inspirational announcements. Teachers should implement weekly lessons found in the reading pacing guide and encourage students to practice mindfulness and come to school regularly.

Person Responsible Ana Malvar (306913@dadeschools.net)

8/22/22-10/14/22: Teachers should support SEL growth by regularly nominating students for "Catch a Superstar" and "Do the Right Thing". As a result, students will feel empowered and inspired.

Person Responsible Ana Malvar (306913@dadeschools.net)

8/22/22-10/14/22: The assistant principal and counselor will communicate with the teachers regarding SEL growth and implement changes/adjustments, as needed. As a result, teachers and students should feel supported.

Person Responsible Alison Garfinkel (288972@dadeschools.net)

10/31/22-12/16/22: At the November 8th mandatory PD day, teachers will be provided with training on SEL and mindfulness practices. As a result, staff members will be able to implement these practices in their classrooms to promote mental well-being.

Person Responsible Amanda Nagee (anagee@dadeschools.net)

10/31/22-12/16/22: Brain Power Wellness curriculum will be incorporated into classrooms school-wide. As a result, our student population will have an opportunity take mental breaks throughout their instructional day to re-focus themselves.

Person Responsible Amanda Nagee (anagee@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We decided to focus on Leadership Development to address the need for more leaders within our school. The data reveals that 55% of the staff strongly agree that they work together as a team. This is a 9 percentage point increase from the 2020-2021 Climate Survey. Although there was an increase, we are trying to develop more teacher leaders who will assume additional responsibilities.

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

If we implement the Targeted Element of Leadership Development, our teachers will be provided with the opportunity to contribute to school-wide decisions. This will be accomplished through identification of teacher leaders that exhibit expertise and/or show interest in specific areas of academics or social emotional growth. The percentage of teachers in leadership roles will increase by at least 5% during the 2022-2023 school year.

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

With the implementation of Leadership Development, an additional 5% of teachers will agree with the statement that they work collaboratively within a team. This will be measured through the use of in-house Forms surveys throughout the year.

Person responsible for monitoring outcome:

Alison Garfinkel (288972@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Instructional Leadership Team, we will focus on the 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 Leadership Team will create buy-in and bring creative and innovative solutions to the forefront.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: 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. As a result, additional opportunities for leadership roles will be presented at faculty meetings.

Person Responsible Alison Garfinkel (288972@dadeschools.net)

8/22/22-10/14/22: The school administrators will provide teachers with opportunities to become involved in leadership roles. At our first faculty meeting, administration will seek out leaders to take on roles as Social Sciences advocates for their grade level, as well as volunteers to join various committees and clubs.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

8/22/22-10/14/22: 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 as leaders. Leadership meetings will be conducted monthly with grade level chairpersons. As a result, all staff members will be kept abreast of important activities and/or changes on campus.

Person Responsible Marta Mejia (pr4061@dadeschools.net)

8/22/22-10/14/22: 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. As a result, more teachers will take on additional responsibilities, which will better serve our school. Additional opportunities for leadership roles will be presented at faculty meetings.

Person Responsible Marta Mejia (mmejia@dadeschools.net)

10/31/22-12/16/22: At the mandatory November 8th PD, teachers who exhibit expertise in the various components of the days' training will be working with the staff members. As a result, teacher leaders will be given opportunities to share their wealth of knowledge with others in a professional setting.

Person Responsible Marta Mejia (mmejia@dadeschools.net)

10/31/22-12/16/22: Reading and math ICAD representatives will bring their newly-learned knowledge back to train their grade level teams on updates from both departments. As a result, teachers will be kept abreast of all changes and updates in reading and math, while maintaining a point of contact with their ICAD leaders.

Person Responsible Marta Mejia (mmejia@dadeschools.net)

#4. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA achievement data, 66% of our 3-5 students were proficient in ELA. The 2021 achievement data indicates that 62% of our 3-5 students were proficient in ELA. Based on this data, small group instruction has proven to be effective in meeting students' individual learning needs. We will continue to focus on small group instruction to address student needs.

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

With the implementation of small group instruction, an additional 5% of our 3-5 population will score at grade level or above on the 2022-2023 state assessment, with 71% proficiency as our goal.

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

The leadership team will conduct regular data chats, adjust groups based on current data, and follow-up with regular walk-throughs to ensure that quality instruction is taking place. We will utilize data from Performance Matters and Wonders biweekly assessments, which will then be analyzed during data chats to ensure that students are demonstrating growth. Extended learning opportunities will be provided to students that need additional support.

Person responsible for monitoring outcome:

Sophia Ofshtein (sogomez@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element, our school will focus on the evidence-based strategy of Differentiated Instruction, which will assist in further accelerating the learning gains of our lowest 25% students, as well as our 3-5 population. This will be monitored using reports from Performance Matters and FAST reports. Data trackers will drive instructional practices within the classrooms.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-driven differentiated 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 instructional practices which will modify their instructional delivery as new data becomes available.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22-10/14/22: Teachers will provide intervention in small groups based on student's previous years' data (SAT and FSA). As a result, Tier 2 and 3 students will be targeted appropriately utilizing the Reading Horizons (Discovery and Elevate) program.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

8/22/22-10/14/22: Teachers will implement these small groups as soon as data and materials are distributed. Lesson plans should reflect intervention times and targeted student lists. Schedules will reflect intervention times. As a result, educators will be prepared for daily instruction.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

8/22/22-10/14/22: Teachers will update Tier 2 groups based on student need, adding students as appropriate with regards to newly obtained data. Students will be removed from interventions, as needed, based on district criteria for removal from Tier 2. As a result, only the students who are in need of interventions will receive small group instruction.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

8/22/22-10/14/22: Instructional coaches will support teachers in the classroom, as needed. Small group instruction will be tracked closely via attendance trackers and student folders containing evidence of instruction. As a result, student work will be monitored for completion.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

10/31/22-12/16/22: The Literacy Leadership Team will meet regularly to discuss school-wide reading/writing initiatives. As a result, all reading teachers and students will be kept abreast of any related changes and/or updates, including initiatives sent via district briefings.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

10/31/22-12/16/22: Utilizing iReady AP1 data, as well as Performance Matters biweekly reports, teachers will meet with administration and instructional coaches in formal data chats. As a result, students with below-grade-level results will be identified as possible retention students, and intervention/differentiated instruction groups will be restructured, as needed.

Person Responsible Sophia Ofshtein (sogomez@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 by providing iReady incentives, "Woot Woot" carts with treats, certificates of success, ice cream parties, and gift cards. Our school creates experiences throughout the year to engage with families and ensures that they have the 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 among teachers and coaches are discussed at weekly grade level planning sessions. New teachers are assigned i3 mentors

to guide them effectively throughout their first two years. Teachers are encouraged to share suggestions and ideas with the 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 and inviting our community partners to all EESAC meetings.

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

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 counselor will assist teachers and students as needed. 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.