

Miami-Dade County Public Schools

# Ojus Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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**Table of Contents**

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>25</b>
<b>VI. Title I Requirements</b>	<b>27</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Ojus Elementary School

18600 W DIXIE HWY, Miami, FL 33180

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

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation 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 F.A.S.T. 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.
Garfinkel, Alison	Assistant Principal	Ms. Garfinkel serves as our assistant principal. She is in charge of implementing and carrying out all state-wide testing. 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, F.A.S.T. 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.
Ofshtein, Sophia	Reading Coach	Ms. Ofshtein is the 3-5 reading coach at Ojus. She engages stakeholders by serving as a translator for our Russian-speaking population. She engages the staff by facilitating reading and writing planning meetings with grades 3-5. She also serves as our EESAC Chairperson and works closely on our School Improvement Plan. Ms. Ofshtein attends all leadership meetings and works on the implementation of Tier 2 and 3 interventions throughout the school. She is in charge of iReady Diagnostic schedules, school-wide teachers' schedules, and special area schedules. Ms. Ofshtein facilitates and implements the Title III tutoring program and the ESSER tutoring program.
Constantin, Sabrina	Math Coach	Ms. Constantin is the math coach at Ojus. She engages stakeholders by serving as a translator for our Creole-speaking population. She engages 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 is also in charge of facilitating the ballet program for our 2nd and 3rd grade students.
Mejia, Beth	Reading Coach	Ms. Mejia is the K-2 reading coach at Ojus. She engages stakeholders by serving as a PLC team member for our school. She engages the staff by facilitating reading and writing planning meetings with grades K-2. Ms. Mejia attends all leadership meetings and works closely on the implementation of Tier 2 and 3 interventions throughout the school. She assists with providing appropriate materials to teachers and students.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our school administrators established a team of key stakeholders including instructional coaches and teachers to analyze our school's data and develop the SIP. Their collaborative input was used to determine areas of focus for our school based on student achievement, analyzing data, and consideration of input from various stakeholders. School Climate Survey results from parents and students were also used to determine areas for improvement. Throughout the school year, stakeholder engagement from staff members and EESAC will be used to adjust and add to the SIP, as needed.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through ongoing data collection and analysis. The school will use relevant data from student performance on standardized tests to analyze and identify additional areas of improvement. Regular progress monitoring throughout the school year will be conducted to ensure that our school is on track with the identification of future action steps as related to our main areas of focus. Data will be presented at faculty meetings to solicit feedback from staff as well as at EESAC meetings to gain insight from all stakeholders. District-provided SIP deadlines will be adhered to strictly.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	89%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	92%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)



	Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: B
	2018-19: B
	2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	18	15	17	26	14	8	0	0	0	98	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	13	22	26	10	8	0	0	0	79	
Course failure in Math	0	7	11	28	22	22	0	0	0	90	
Level 1 on statewide ELA assessment	0	0	0	58	38	49	0	0	0	145	
Level 1 on statewide Math assessment	0	0	0	32	34	33	0	0	0	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	45	39	67	47	62	0	0	0	292	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	10	44	35	31	0	0	0	127

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	5	16	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

## Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	19	17	11	10	9	0	0	0	66	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	24	37	19	6	0	0	0	93	
Course failure in Math	0	4	10	19	12	20	0	0	0	65	
Level 1 on statewide ELA assessment	0	0	0	10	19	25	0	0	0	54	
Level 1 on statewide Math assessment	0	0	0	7	22	21	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	31	46	34	34	0	0	0	152	
	0	8	18	25	27	23	0	0	0	101	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	15	17	26	14	8	0	0	0	98	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	13	22	26	10	8	0	0	0	79	
Course failure in Math	0	7	11	28	22	22	0	0	0	90	
Level 1 on statewide ELA assessment	0	0	0	58	38	49	0	0	0	145	
Level 1 on statewide Math assessment	0	0	0	32	34	33	0	0	0	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	32	45	39	67	47	62	0	0	0	292	
	0	0	0	0	0	0	0	0	0		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	10	44	35	31	0	0	0	127

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	5	16	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	60	53	66	62	56	62		
ELA Learning Gains				67			52		
ELA Lowest 25th Percentile				62			32		
Math Achievement*	65	66	59	65	58	50	57		
Math Learning Gains				72			41		
Math Lowest 25th Percentile				67			29		
Science Achievement*	50	58	54	48	64	59	40		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	58	63	59	59			67		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	1	1
ELL	49			
AMI				
ASN	73			
BLK	54			
HSP	52			
MUL				
PAC				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	74			
FRL	55			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	64			
AMI				
ASN	95			
BLK	55			
HSP	66			
MUL				
PAC				
WHT	62			
FRL	62			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			65			50					58
SWD	11			38			24				5	43
ELL	44			63			38				5	58
AMI												
ASN	73			73							2	
BLK	55			50			50				5	64
HSP	49			64			47				5	57

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	71			83			67				5	65
FRL	55			62			47				5	62

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	66	67	62	65	72	67	48					59
SWD	19	42	55	29	55	60	6					62
ELL	56	66	71	63	80	75	43					59
AMI												
ASN	100			90								
BLK	66	66	75	53	49	36	37					
HSP	64	68	61	68	79	79	51					58
MUL												
PAC												
WHT	69	56		62	63		53					69
FRL	64	67	65	61	70	63	45					60

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	52	32	57	41	29	40					67
SWD	9	13	15	30	40		0					38
ELL	62	58	57	59	43	23	38					67
AMI												
ASN	94			83								
BLK	53	52	20	49	33		33					
HSP	61	49	40	58	41	22	36					66
MUL												
PAC												
WHT	68	57		63	43		47					67

## 2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	59	51	33	56	42	31	41					67

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	56%	-7%	54%	-5%
04	2023 - Spring	50%	58%	-8%	58%	-8%
03	2023 - Spring	43%	52%	-9%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	63%	2%	59%	6%
04	2023 - Spring	60%	64%	-4%	61%	-1%
05	2023 - Spring	58%	58%	0%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	50%	-9%	51%	-10%

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component which showed the lowest performance was third grade ELA proficiency for the 2022-2023 school year. Third grade ELA proficiency was 52%. This low performance may be attributed to a large ESE population and the COVID pandemic. Data trends include a decrease in ELA proficiency across all grade levels. This decrease may be due to increased rigor of the BEST standards and a lack of consistent differentiated instruction.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Across grades 3, 4, and 5, ELA proficiency dropped from the previous year. Specifically, third grade dropped 9 percentage points, from 61% to 52%; fourth grade dropped 2 percentage points, from 65% to 63%; and fifth grade dropped 8 percentage points from 66 to 58. The largest drop in proficiency is reflected in third grade ELA. This low performance may be attributed to a large ESE population. Specifically, 25% of the students who counted for proficiency were labelled ESE. Additionally, we believe this group of students was impacted the most during the COVID pandemic. These students attended virtual school for the last half of the school year, and many remained in a virtual school setting throughout their first grade year. The lack of structure and consistency resulted in these students being unprepared for the third grade level expectations.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

At the school level, third grade ELA proficiency was closest to the third grade ELA proficiency state average. Specifically, third grade ELA proficiency was 52%, compared to the state average for third grade ELA proficiency, which was 50%. There was a 2 percentage point difference between the two averages. The factors that contributed to this could be due to 25% of the third grade students who counted for proficiency were labelled ESE. Additionally, we believe this group of students was impacted the most during the COVID pandemic. These students attended virtual school for the last half of the school year, and many remained in a virtual school setting throughout their first grade year. The lack of structure and consistency resulted in these students being unprepared for the third grade level expectations.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Third grade math proficiency improved significantly from 2022 to 2023. Specifically, proficiency increased 10 percentage points, from 59% to 69%. 2022- 2023 was the first year Acaletics was implemented as a supplemental math instructional resource. Teachers implemented the program with fidelity. Students participated in Acaletics daily and were recognized for improvement on the various assessments built into the program. District Science pre and post assessment data demonstrated a significant increase in proficiency. Specifically, second grade demonstrated a 15.5 percentage point increase, from 51.3% on the pretest to 66.8% on the post test; third grade demonstrated a 11 percentage point increase, from 41.3% on the pretest to 52.3% on the post test; fourth grade demonstrated a 9 percentage point increase, from 49.1% on the pretest to 58.1% on the post test.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

ELA and science proficiency are two areas of concern.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Monitoring the implementation of ELA intervention and D.I.
2. Consistent planning meetings for science instruction (incorporating labs)



3. Continuing to implement Acaletics in grades 3, 4, and 5

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST proficiency data, 57% of the 3rd – 5th grade students were proficient in ELA. The 2022 FSA achievement data shows that 67% of the 3rd – 5th grade students were proficient in ELA. Based on the data, we will focus on differentiated instruction to increase proficiency.

**Measurable Outcome:**

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

With the implementation of differentiated instruction, our 3rd – 5th grade students will increase ELA proficiency by 10 percentage points from FAST PM1 to FAST PM3.

**Monitoring:**

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

Teachers will utilize data from the 2023 FAST PM3 to determine differentiated instruction groups, which will be modified according to data gathered throughout the year. The leadership team will conduct quarterly data chats and weekly walk-throughs to ensure that differentiated instruction is taking place in every classroom.

**Person responsible for monitoring outcome:**

Sophia Ofshtein (sogomez@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element, our school will focus on the evidence-based strategy of Differentiated Instruction. Teachers will create and modify DI groups that are driven by data and focused on academic standards and learning targets. Students will demonstrate evidence of mastering lesson objectives through work samples and biweekly assessments.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Data driven differentiated instruction will ensure that teachers are using relevant, recent, and aligned data to plan small group lessons that are customized to student needs. Teachers will continually adjust their instructional practices as new data becomes available. Students will show evidence of mastering lesson objectives through work samples and assessments.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Teachers will create initial Differentiated Instruction groups based on last year's FAST PM3 data. These groups will be continually updated based on student performance as it becomes available via iReady, Performance Matters, and FAST. Instructional coaches will assist in this process by meeting biweekly and

providing teachers with appropriate materials and resources. As a result, students will be kept informed regarding their individual progress and performance.

**Person Responsible:** Sophia Ofshtein (sogomez@dadeschools.net)

**By When:** 9/29/23

Differentiated instruction will be built into teacher schedules and teachers will be implementing DI at the beginning of their reading blocks. As a result, DI will be completed with fidelity at a minimum of 3 days per week.

**Person Responsible:** Sophia Ofshtein (sogomez@dadeschools.net)

**By When:** 9/29/23

The reading coaches will collaborate with teachers to implement coaching cycles. As a result of this strategy, teachers will be empowered to identify goals for self-improvement which will lead to overall student achievement.

**Person Responsible:** Sophia Ofshtein (sogomez@dadeschools.net)

**By When:** 9/29/23

Coaches will facilitate biweekly common planning meetings to provide opportunities for collaboration, brainstorming, and overcoming challenges. As a result, teachers will continue sharing best practices to accommodate student needs.

**Person Responsible:** Sophia Ofshtein (sogomez@dadeschools.net)

**By When:** 9/29/23

*No description entered*

**Person Responsible:** [no one identified]

**By When:**

**#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 STAR proficiency data, 49% of our K-2 students were proficient in ELA. Other Tier 1 schools in our district had an average of 59% proficiency in the same grade levels. Based on this data, we will focus on small group instruction to increase proficiency.

**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, our K-2 students will increase ELA proficiency by 10 percentage points from STAR PM1 to STAR PM3.

**Monitoring:**

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

Teachers will utilize data from the 2023 STAR PM3 to determine student groupings for small group instruction, which will be modified according to data gathered throughout the year. The leadership team will conduct quarterly data chats and weekly walk-throughs to ensure that small group instruction is taking place in every classroom.

**Person responsible for monitoring outcome:**

Beth Mejia (174015@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of small group instruction, our school will focus on the evidence-based strategy of Flexible/Strategic Grouping. Teachers will create and modify groups that are driven by data and focused on academic standards and learning targets. Students will demonstrate evidence of mastering lesson objectives through work samples and biweekly assessments.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Data driven small group instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instructional practices as new data becomes available. Students will show evidence of mastering lesson objectives through work samples and assessments.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Teachers will create initial groups based on last year's STAR PM3 data. These groups will be continually updated based on student performance as it becomes available via iReady, Performance Matters, and STAR. Instructional coaches will assist in this process by meeting biweekly and providing teachers with

appropriate materials and resources. As a result, students will be kept informed regarding their individual progress and performance.

**Person Responsible:** Beth Mejia (174015@dadeschools.net)

**By When:** 9/29/23

Small group instruction will be built into teacher schedules. As a result, small group instruction will be completed with fidelity at a minimum of 3 days per week.

**Person Responsible:** Beth Mejia (174015@dadeschools.net)

**By When:** 9/29/23

The reading coaches will collaborate with teachers to implement coaching cycles. As a result of this strategy, teachers will be empowered to identify goals for self-improvement which will lead to overall student achievement.

**Person Responsible:** Beth Mejia (174015@dadeschools.net)

**By When:** 9/29/23

Coaches will facilitate biweekly common planning meetings to provide opportunities for collaboration, brainstorming, and overcoming challenges. As a result, teachers will continue sharing best practices to accommodate student needs.

**Person Responsible:** Beth Mejia (174015@dadeschools.net)

**By When:** 9/29/23

**#3. Instructional Practice specifically relating to Collaborative Planning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 District Science Pre and Post assessment data, there was a significant increase in proficiency. Specifically, 2nd grade demonstrated a 15.5 percentage points increase from 51.3% on the pretest to 66.8% on the posttest. 3rd grade demonstrated an 11 percentage point increase and 4th grade demonstrated a 9 percentage point increase. Based on this data, collaborative planning has been proven effective in meeting students needs and increasing proficiency, and we will continue to focus on collaborate planning for this area of focus.

**Measurable Outcome:**

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

With the implementation of collaborative planning, our K-5 students will increase science proficiency by 10 percentage points as evidenced by the pre-test compared to the post-test.

**Monitoring:**

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

Teachers will utilize data from the SQSA to determine student proficiency, which will be utilized to determine standards that need to be retaught. During collaborative planning sessions, the leadership team, in conjunction with the grade levels, will create a science focused calendar and determine which labs will be implemented.

**Person responsible for monitoring outcome:**

Sabrina Constantin (sconstantin@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of Data-Driven Decision Making. Teachers will review data, share student work samples and supplemental materials (lab sheets and science notebooks), and share best practices. Students will demonstrate evidence of mastering lesson objectives through work samples and quarterly assessments.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Collaborative Planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually adjust their instructional practices as new data becomes available. Students will show evidence of mastering lesson objectives through work samples and quarterly assessments.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Teachers will meet with their grade levels to create a focus calendar to determine the science labs that will address the standards. As a result, students will achieve mastery in the district-determined standards.

**Person Responsible:** Sabrina Constantin (sconstantin@dadeschools.net)

**By When:** 9/29/23

Teachers will meet with their grade level teams to discuss results of labs and review student journal samples. As a result, ongoing instruction will be more streamlined to determine the need for reteaching.

**Person Responsible:** Sabrina Constantin (sconstantin@dadeschools.net)

**By When:** 9/29/23

Leadership teams will conduct walk-throughs to observe the implementation of labs and utilization of student work journals. As a result, teachers will receive feedback.

**Person Responsible:** Sabrina Constantin (sconstantin@dadeschools.net)

**By When:** 9/29/23

During collaborative planning, teachers will work together to disaggregate data from the quarterly science assessments. As a result, teachers will be able to target specific standards with their students.

**Person Responsible:** Sabrina Constantin (sconstantin@dadeschools.net)

**By When:** 9/29/23

**#4. Positive Culture and Environment specifically relating to Teacher Attendance****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 22-23 school year, 59% of our staff members had 10.5 or more absences, compared to the district which had 36%. Based on this data, we will focus on staff morale to increase attendance.

**Measurable Outcome:**

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

With the implementation of initiatives aimed at improving staff morale, our teacher attendance will be positively impacted. If we successfully implement our attendance initiatives, our teacher attendance will increase by 10 percentage points from the previous school year.

**Monitoring:**

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

The leadership team will utilize the staff attendance dashboard to track teacher attendance.

**Person responsible for monitoring outcome:**

Marta Mejia (mmejia@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Positive Culture and Environment, our school will focus on the evidence-based strategy of Attendance Initiatives. Reward systems will be put in place to boost staff morale and encourage teachers to attend school on a regular basis.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Incentives to boost staff morale and increase teacher attendance will have a positive impact on student achievement. When teachers are consistently present, they can effectively deliver instruction, build student relationships, and provide timely feedback. Regular teacher attendance is also a reflection on professionalism, commitment, and dedication to their roles as educators.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

The leadership team will use the results of the school culture survey to assess the current morale and identify specific areas of concern. As a result, feedback from the survey will provide the leadership team with insight into satisfaction levels, work environment, and factors that may contribute to low attendance.

**Person Responsible:** Marta Mejia (mmejia@dadeschools.net)

**By When:** 9/29/23



The leadership team will develop and implement recognition and appreciation incentives for teachers with perfect monthly attendance, by grade level, and school-wide. As a result, these acknowledgements will boost morale and encourage teachers to be more present and engaged.

**Person Responsible:** Marta Mejia (mmejia@dadeschools.net)

**By When:** 9/29/23

Administration will meet with teachers with excessive absences to determine if any assistance can be provided to increase attendance. As a result, teachers will feel supported and encouraged.

**Person Responsible:** Marta Mejia (mmejia@dadeschools.net)

**By When:** 9/29/23

The leadership team will implement team building activities during faculty meetings to assist staff in building up morale, which will directly affect attendance. As a result, teachers will develop positive feelings toward their work life and responsibilities.

**Person Responsible:** Marta Mejia (mmejia@dadeschools.net)

**By When:** 9/29/23

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2023 FAST proficiency data, 36% of the 2nd grade students scored below proficiency in ELA, 36% of the 1st grade students scored below proficiency in ELA, and 37% of the kindergarten students scored below proficiency in ELA. Although those percentages are not greater than the 50% needed to qualify as a RAISE school, we will focus on ELA for this year's K-3 students to increase proficiency and ensure that more than 50% of our current 3rd graders do not score below proficiency on the 2024 FAST assessment.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2023 FAST proficiency data, 53% of the 3rd grade students scored below proficiency in ELA. 25% of our 3rd graders were ESE during the 2022-2023 school year. Based on the data, we will focus on ELA for this year's 4th grade students in order to increase proficiency.

## Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

With the implementation of ELA strategies, our current K-3 students will increase proficiency in each grade level by 10 percentage points from FAST PM1 to FAST PM3.

### Grades 3-5 Measurable Outcomes

With the implementation of ELA strategies targeted specifically to our ESE population, our 4th grade students will increase ELA proficiency by 10 percentage points from FAST PM1 to FAST PM3.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will utilize data from the 2023 FAST PM3 to determine specific student needs, which will be modified according to data gathered throughout the year. The ESE team will provide in-class support during the ELA block to ensure that targeted and specific ELA instruction is taking place in every ESE classroom.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Garfinkel, Alison, 288972@dadeschools.net

## Evidence-based Practices/Programs

### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our school will focus on the evidence-based strategies of Differentiated Instruction and Conferencing. Assistive technology will be utilized to cater to individual student needs, as needed. These strategies align to the B.E.S.T. ELA standards and the K-12 Comprehensive Evidence-Based Reading Plan.

### **Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale behind selecting these evidence-based practices is rooted in providing the best possible education for all our students, including those in the ESE population. Personalized learning approaches recognize that each student has unique strengths, challenges, and learning styles. Differentiated instruction ensures that teaching methods cater to diverse learners needs. The use of assistive technologies enhances access to learning materials and helps to bridge the gap for students with varying abilities.

### **Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers, in collaboration with the ESE specialists, will utilize students' individual IEP's, along with their academic data, to gather information about each child's strengths, challenges, and learning preferences. This information will assist in creating a tailored learning path that incorporates DI and assistive technology. As a result, our ESE students in 4th grade, along with our K-3 population, will be provided with the best possible instruction tailored to their individual needs in ELA.	Garfinkel, Alison, 288972@dadeschools.net
Collaborative planning meetings will be held regularly, including the teachers, reading coach, ESE specialists, and administration. These meetings will be focused on planning for appropriate and targeted interventions using data-driven insights such as assessment results from iReady, Wonders, and FAST. As a result, our ESE population in grade 4, along with our K-3 population, will demonstrate improved learning and assessment outcomes.	Garfinkel, Alison, 288972@dadeschools.net

## **Title I Requirements**

### **Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Methods of dissemination of this SIP include copies made available in the main office and the Parent Resource Center. Stakeholders are made aware of the availability of the SIP through social media posts and Connect Ed messages. Additionally, a link is available on our school website. The SIP is shared with stakeholders at all EESAC and faculty meetings. All stakeholders are invited to our EESAC meetings. School website: <https://ojuselementary.net/>

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Ojus Elementary builds positive relationships with parents, families, and community stakeholders through regular communication, family engagement events, parent volunteer programs, EESAC meetings, PTA meetings, and community partnerships. Our Community Involvement Specialist assists with all these communications. These efforts ensure parents are well informed, engaged, and supportive of their child's education.

School website: <https://ojuselementary.net/>

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

To strengthen our academic program, enhance the student's learning experiences, and accelerate our curriculum, several strategies will be implemented. The school will utilize all instructional resources provided by the district and include the use of all available technology linked through Schoology. Ongoing professional development sessions will provide opportunities for teachers to learn innovative teaching methods and subject-specific knowledge. We will provide extended learning opportunities via after school tutoring and summer school sessions. Staff will implement technology and innovative strategies to increase rigor and provide students with enrichment opportunities.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Our school ensures compliance with Title 1 requirements by providing support aimed at bridging the achievement gaps for our disadvantaged students. To enhance student skills beyond academics, our school integrates counseling and mental health programs. Examples include the Wellness Club and positive messages on the morning announcements. Our school is also in the process of earning the Suicide Prevention School designation. Last year we earned the Silver Status MASTER award and will be applying for it again this year. Over 80% of our staff completed the Youth Mental Health First Aid Training. These services create a supportive environment where students can develop life skills, emotional well-being, and receive guidance to navigate challenges both in and out of the classroom.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Our school places emphasis on preparing students for post-secondary opportunities. Some examples include Career Day, ME Day, and guest speakers.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

At the Tier 1 level, our school establishes a positive and inclusive environment for all students through proactive strategies such as schoolwide behavior expectations, classroom management techniques, and social emotional learning programs. At the Tier 2 level, students who require additional support are offered targeted interventions, which may include small group counseling, individual counseling, or personalized behavior plans. Our Mental Health Coordinator provides T3 referrals to outside services. In all instances, our students, teachers, and families work in close collaboration to address behavioral needs.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Our school is dedicated to enhancing instruction through continuous professional development and strategic data utilization. Teachers are provided with ongoing professional development opportunities that are district-provided which align with the latest teacher methodologies and curriculum enhancements. Some examples include the upcoming Suicide Prevention designation, PLST communities, and PLC collaborative efforts. To recruit and retain effective teachers, we identify subject areas and/or grade levels that require additional support which guides our recruitment efforts by targeting educators with expertise in those areas. All new teachers are assigned an on-site mentor.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Before starting elementary school, preschool children and their families are invited to orientation sessions and a meet and greet session. They are introduced at that time to the school environment, teachers, and daily routines. Our preschool students visit the kindergarten classes and we also host an annual Primary Palooza event. This helps alleviate anxiety and establishes a sense of familiarity.