

Miami-Dade County Public Schools

OJUS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 17
 - E. Grade Level Data Review 20
- III. Planning for Improvement 21
- IV. Positive Culture and Environment 29
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Mildred Mejia

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Alison Garfinkel

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Sophia Ofshtein

Position Title

English Second Language

Job Duties and Responsibilities

Ms. Ofshtein 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 in-house tutoring programs.

Leadership Team Member #4

Employee's Name

Beth Mejia

Position Title

3rd Grade Teacher

Job Duties and Responsibilities

Ms. Mejia 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.

Leadership Team Member #5

Employee's Name

Sabrina Constantin

Position Title

Math Coach

Job Duties and Responsibilities

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 STEAM 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.

Leadership Team Member #6

Employee's Name

Carla Obregon

Position Title

ESE Chairperson

Job Duties and Responsibilities

Ms. Obregon oversees the ESE department. She manages schedules for her team members and ensures that all our ESE students are equitably serviced. Ms. Obregon schedules and hosts parent meetings, as needed, throughout the school year to ensure that student's IEP's are kept up to date.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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. EESAC stakeholders include students, parents, teachers, community business partners, and administrators.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	80.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	85.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	4	4	11	5	14	0	0	0	38
One or more suspensions	0	0	1	1	1	1	0	0	0	4
Course failure in English Language Arts (ELA)	0	2	12	25	13	20	0	0	0	72
Course failure in Math	0	1	10	19	12	21	0	0	0	63
Level 1 on statewide ELA assessment	0	0	0	10	8	33	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	5	6	19	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	30	50	60						141
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	10	12	16	6					45

Current Year 2024-25

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	1	9	19	36	21	45	0	0	0	131

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	5	10	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2023-24) As Last 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 school days	18	15	17	26	14	8				98
One or more suspensions										0
Course failure in ELA		13	22	26	10	8				79
Course failure in Math		7	11	28	22	22				90
Level 1 on statewide ELA assessment				58	38	49				145
Level 1 on statewide Math assessment				32	34	33				99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	32	45	39	67						292

Prior Year (2023-24) As Last Reported (pre-populated)

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		7	10	44	35	31				127

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	5	16	1					23
Students retained two or more times					1	1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	58	63	57	55	60	53	66	62	56
ELA Grade 3 Achievement **	60	63	58	52	60	53			
ELA Learning Gains	59	64	60				67		
ELA Learning Gains Lowest 25%	66	62	57				62		
Math Achievement *	70	69	62	65	66	59	65	58	50
Math Learning Gains	69	65	62				72		
Math Learning Gains Lowest 25%	52	58	52				67		
Science Achievement *	58	61	57	50	58	54	48	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	56	64	61	49	63	59	59		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	548
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	56%	63%	48%		60%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	37%	Yes	2	
English Language Learners	59%	No		
Black/African American Students	60%	No		
Hispanic Students	59%	No		
White Students	68%	No		
Economically Disadvantaged Students	60%	No		
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%
Students With Disabilities	24%	Yes	1	1

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%
English Language Learners	49%	No		
Asian Students	73%	No		
Black/African American Students	54%	No		
Hispanic Students	52%	No		
White Students	74%	No		
Economically Disadvantaged Students	55%	No		

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%
Students With Disabilities	41%	No		
English Language Learners	64%	No		

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%
Native American Students				
Asian Students	95%	No		
Black/African American Students	55%	No		
Hispanic Students	66%	No		
Multiracial Students				
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	62%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	60%	59%	66%	70%	69%	52%	58%					56%
Students With Disabilities	24%	40%	33%	50%	43%	48%	42%	13%					37%
English Language Learners	50%	53%	60%	70%	68%	69%	55%	46%					56%
Black/African American Students	56%	55%	61%	59%	71%	73%	69%						36%
Hispanic Students	55%	60%	57%	66%	70%	65%	47%	54%					56%
White Students	70%		54%	86%	82%	45%							68%
Economically Disadvantaged Students	57%	56%	58%	61%	69%	68%	55%	63%					52%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	52%			65%			50%					49%
Students With Disabilities	11%	6%			38%			24%					43%
English Language Learners	44%	41%			63%			38%					58%
Asian Students	73%				73%								
Black/African American Students	55%	50%			50%			50%					64%
Hispanic Students	49%	44%			64%			47%					57%
White Students	71%	82%			83%			67%					65%
Economically Disadvantaged Students	55%	51%			62%			47%					62%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	19%		42%	55%	29%	55%	60%	6%					62%
English Language Learners	56%		66%	71%	63%	80%	75%	43%					59%
Native American Students													
Asian Students	100%				90%								
Black/African American Students	66%		66%	75%	53%	49%	36%	37%					
Hispanic Students	64%		68%	61%	68%	79%	79%	51%					58%
Multiracial Students													
Pacific Islander Students													
White Students	69%		56%		62%	63%		53%					69%
Economically Disadvantaged Students	64%		67%	65%	61%	70%	63%	45%					60%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	46%	56%	-10%	55%	-9%
Ela	4	39%	55%	-16%	53%	-14%
Ela	5	49%	56%	-7%	55%	-6%
Math	3	66%	65%	1%	60%	6%
Math	4	57%	62%	-5%	58%	-1%
Math	5	59%	59%	0%	56%	3%
Science	5	44%	53%	-9%	53%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component which showed the most improvement was science proficiency. Our 5th grade students demonstrated 41% proficiency during the 22-23 school year. During the 23-24 school year, the 5th grade students demonstrated 44% proficiency, showing an increase of 3 percentage points. New actions that contributed to this increase included additional hands-on labs, written reflections of observations, and use of EduSmart with fidelity.

Lowest Performance

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 fourth grade ELA proficiency for the 2023-2024 school year. Fourth grade ELA proficiency was 48%. This low performance may be attributed to a large SWD population and a large influx of ELL students. Data trends include a decrease in ELA proficiency across a three year period. This decrease may be due to increased rigor of the BEST standards and a lack of consistent differentiated instruction. Additionally, this decrease may be attributed to online testing versus paper-based testing.

Greatest Decline

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. During the 22-23 school year, overall proficiency for grades 3-5 was 47%. During the 23-24 school year, overall proficiency for grades 3-5 was 45%, which is a 2 percentage point decrease. This low performance may be attributed to a large SWD population, as well as an influx of ELL students. Specifically, 23% of our SWD students were proficient. 17% of our ELL population were proficient.

Greatest Gap

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.

The data component that had the greatest gap when compared to the state average was our 5th

grade ELA students who scored a Level 1. The state had 21% of the 5th grade students scoring Level 1, whereas our school had 36% of the 5th grade students scoring Level 1. The main factor that contributed to this gap is our high ELL population. Once students less than 2 years in the country are removed from the data set, our data will improve leading to a decrease in the gap.

EWS Areas of Concern

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.

Highest Priorities

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
4. Incorporating more vocabulary instruction and support across all subject areas

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 District Science Pre and Post assessment data, there was a significant increase in proficiency. Specifically, 2nd grade demonstrated a 27.4 percentage points increase from 47.7% on the pretest to 75.1% on the posttest. 3rd grade demonstrated a 34 percentage point increase from 34% on the pretest to 68% on the posttest. Based on this data, collaborative planning has been proven effective in meeting students' needs and increasing proficiency, and we will continue to focus on collaborative planning, while implementing more vocabulary and ELA strategies, for this area of focus.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of collaborative planning, our K-4 students will increase science proficiency by 15 percentage points as evidenced by the district pre-test compared to the district post-test. Prior years data includes the following: 2nd grade demonstrated a 27.4 percentage points increase from 47.7% on the pretest to 75.1% on the posttest. 3rd grade demonstrated a 34 percentage point increase from 34% on the pretest to 68% on the posttest.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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. Additionally, student notebooks will be monitored by teachers and administration.

Person responsible for monitoring outcome

Alison Garfinkel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the targeted element of Science, 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:

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:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/19/24 (Quarterly)

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2

Vocabulary Walls

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/15/24 (Quarterly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create a bulletin board, by grade level, focused on the vocabulary words being instructed during that quarter. As a result, students have a deeper understanding of content

vocabulary.

Action Step #3

Vocabulary on Morning Announcements

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/26/24 (Weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will introduce and review science-related vocabulary that correlates to the district pacing guide. As a result, students will be exposed to daily vocabulary instruction and review which will assist with test-taking proficiency and mastery of science concepts.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 ESSA data, 24% of the 3-5 SWD students scored below the 41st percentile threshold. Based on the data, we will focus on ELA for the 3-5 SWD students in order to increase proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of ELA strategies targeted specifically to our SWD population, our 3-5 SWD students' ESSA data will increase to at least 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will utilize data from the 2023-2024 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

Carla Obregon, ESE Chairperson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

The rationale behind selecting these evidence-based practices is rooted in providing the best possible education for all our students, including those in the SWD 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.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Distribution of Students

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/15/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data was used to homogeneously group SWD students across multiple inclusion settings. During data chats, students that have demonstrated growth or regression will be monitored accordingly.

Action Step #2

Personnel

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/15/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Additional full-time ESE teachers will be scheduled to support SWD students using a push-in model. Administration will conduct schedule reviews and adjustments will be made as needed.

Action Step #3

Allocation of Resources

Person Monitoring:

By When/Frequency:

Alison Garfinkel

8/15/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Additional support staff, such as interventionists, instructional coaches, and bilingual department staff will be assigned to assist in those classrooms with an emphasis on small-group instruction. Teachers and administrators will monitor student growth during data chats and grade level meetings.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 23-24 FAST data, 48% of our 4th grade students demonstrated proficiency. This was identified through our analysis of test results and it affects student learning because those same students will be required to take the science assessment in 5th grade.

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

The instructional practices for grades K-2 will include interventions with fidelity, explicit phonics-based instruction, and monitoring of differentiated instruction.

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

The instructional practices for grades 3-5 will include interventions with fidelity, explicit comprehension and fluency instruction, and monitoring of differentiated instruction.

Grades K-2: Measurable Outcome(s)

With the implementation of ELA strategies, our current K-2 students will increase proficiency in each grade level by 10 percentage points from FAST PM1 to FAST PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of ELA strategies, our current 3-5 students will increase proficiency in each grade level by 10 percentage points from FAST PM1 to FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring of this area of focus will include monitoring of biweekly assessments and utilizing iReady

AP1 data to modify differentiated instruction groups. This will positively affect student achievement as students will be grouped according to their strengths and homogeneous DI groupings.

Person responsible for monitoring outcome

Dr. Mejia

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The practices we will implement include novel studies, increased vocabulary across the curriculum, utilization of CRISS strategies, and strict monitoring of the AR program.

Rationale:

The rationale behind selecting these evidence-based practices is that all students have varying strengths and needs, which will be tailored to by teachers and administrators utilizing data to adjust instruction and meet student needs.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Adjusting Instruction

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/23/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers, in collaboration with instructional coaches, will utilize students' academic data to gather information about each child's strengths, challenges, and learning preferences. This information will assist in creating a learning path that incorporates DI and interventions. As a result, our K-5 population will be provided with the best possible instruction tailored to their individual needs in ELA.

Action Step #2

Collaborative Planning

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/23/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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 K-5 students will demonstrate improved learning and assessment outcomes.

Action Step #3

Implementation of Novel Studies

Person Monitoring:

Alison Garfinkel

By When/Frequency:

8/23/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement novel studies in their daily classroom instruction. As per the district's recommendations, educators will utilize titles that lend themselves to the specific state testing standards found on the FAST. As a result, students will be provided with lengthier passages, increased academic vocabulary, and access to grade level materials that they may see on the state exam.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 23-24 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Dr. Mejia

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

School Culture Survey

Person Monitoring:

Dr. Mejia

By When/Frequency:

8/23/24

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2

Incentives

Person Monitoring:

Dr. Mejia

By When/Frequency:

8/23/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Excessive Absence Conferencing

Person Monitoring:

By When/Frequency:

Dr. Mejia

9/27/24 (ongoing)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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/>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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/>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Our SIP (School Improvement Plan) is developed through a collaborative process that integrates and coordinates with various federal, state, and local services and programs. We work closely with teachers, students, parents, and administrators to create our plan and modify on a yearly basis according to our schools' needs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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 earned the Suicide Prevention School designation. 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Our school places emphasis on preparing students for post-secondary opportunities. Some examples include ME Day, Gen2050, and guest speakers.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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 Suicide Prevention designation and PLST communities. 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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The process used to review the use of resources was identifying our SWD students and streamlining them into homogeneous groups to meet their identified needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The resources we will use to assist our SWD population include personnel working in smaller groups and additional support in the classrooms. Our rationale is based on the data which identified our SWD sub-group falling below the 41% percentile proficiency ranking. Our plan to address this need includes additional classroom support, students being grouped homogeneously, and additional personnel pushing in.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00