

Miami-Dade County Public Schools

OJUS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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. Marta Mildred Mejia

mmejia@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Dr. Mejia is our school leader and stays in constant communication with all stakeholders. She facilitates leadership meetings and faculty meetings, and she makes daily announcements to our students and staff. She engages parents by hosting open houses, F.A.S.T. nights, and various other parent meetings. Dr. Mejia involves PTA members and community stakeholders by employing an

open door policy and inviting them to EESAC meetings. All decisions made at Ojus are approved by Dr. Mejia, and decisions are made according to the needs of the school and in accordance with district policies and procedures.

Leadership Team Member #2

Employee's Name

Alison Garfinkel

agarfinkel@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

As assistant principal, Ms. Garfinkel is in charge of implementing and carrying out all state-wide testing and Title 1 initiatives. 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 cohosting open houses, F.A.S.T. Nights, honor roll assemblies, and a variety of other events. Ms. Garfinkel leads data chats to monitor student progress and holds individual student conferences on an as needed basis. Ms. Garfinkel works closely with our math, reading, and science liaisons to develop instructional initiatives and monitor student progress.

Leadership Team Member #3

Employee's Name

Beth Mejia

bmejia@dadeschools.net

Position Title

ESE Teacher/ Reading Liaison

Job Duties and Responsibilities

Ms. Mejia engages the staff by facilitating reading and writing planning meetings with all grade levels. Ms. Mejia attends all leadership meetings and works closely on the implementation of Tier 2 and 3 ELA interventions throughout the school. Ms. Mejia actively participates in data chats, and she provides appropriate materials to teachers and students. Ms. Mejia develops focus calendars for differentiated instruction and tutoring.

Leadership Team Member #4

Employee's Name

Sabrina Constantin

sconstantin@dadeschools.net

Position Title

Teacher/ Math-STEM Liaison

Job Duties and Responsibilities

Ms. Constantin engages stakeholders by serving as a translator for our Haitian-Creole speaking population. She engages the staff by facilitating math and science planning meetings with all grade levels. She works closely with Administration to monitor science and STEM planning and instruction. Ms. Constantin attends all leadership meetings and facilitates Tier 2 and 3 math interventions throughout the school. She is also in charge of our ballet and robotics programs.

Leadership Team Member #5**Employee's Name**

Carla Obregon

obregonc@dadeschools.net

Position Title

ESE Chair

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 serviced equitably. Ms. Obregon schedules and hosts parent meetings, as needed, throughout the school year to ensure student's IEPs are in compliance. Ms. Obregon ensures all materials used with ESE students are appropriately aligned with the goals stated on their IEPs.

Leadership Team Member #6**Employee's Name**

Sophia Ofshtein

sogomez@dadeschools.net

Position Title

Teacher/ Media Specialist

Job Duties and Responsibilities

Ms. Ofshtein engages stakeholders by serving as a translator for our Russian-speaking population. She engages the staff by facilitating trainings on the Accelerated Reader program and providing assistance on an as-needed basis. She also serves as our EESAC Chairperson and attends all leadership meetings. As the media specialist, she engages students by holding Accelerated Reader

data chats as they visit the media center.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 subject area experts and teacher leaders 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Stakeholders will regularly monitor the SIP through ongoing data collection and analysis. Data from standardized tests will be used to gauge the effectiveness of the action steps outlined in the SIP. Consistent progress monitoring will assist in identifying future action steps as related to our main areas of focus. Data will be presented at monthly leadership and faculty meetings to solicit feedback from staff as well as at monthly EESAC meetings to gain insight from all stakeholders. Administration will conduct classroom walkthroughs to ensure compliance with SIP initiatives. District-provided SIP deadlines will be adhered to strictly.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) ASIAN STUDENTS (ASN) 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>	2024-25: B 2023-24: A 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	121	148	148	175	122	165				879
Absent 10% or more school days	0	5	5	10	4	14				38
One or more suspensions	0	1	0	1	1	1				4
Course failure in English Language Arts (ELA)	0	2	13	23	14	19				71
Course failure in Math	0	1	10	19	12	19				61
Level 1 on statewide ELA assessment	0	0	0	27	17	16				60
Level 1 on statewide Math assessment	0	0	0	14	11	13				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	11	24	52	34	50				179
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	7	15	10	10	0				48

Current Year 2025-26

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	2	2	5	9	1	2				21

Current Year 2025-26

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			2	20						22
Students retained two or more times				1						1

Prior Year (2024-25) 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		4	4	11	5	14				38
One or more suspensions			1	1	1	1				4
Course failure in English Language Arts (ELA)		2	12	25	13	20				72
Course failure in Math		1	10	19	12	21				63
Level 1 on statewide ELA assessment				10	8	33				51
Level 1 on statewide Math assessment				5	6	19				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

Prior Year (2024-25) 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	1	9	19	36	21	45				131

Prior Year (2024-25) 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	2	5	10						18
Students retained two or more times				1						1

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	65	59	58	63	57	55	60	53
Grade 3 ELA Achievement	61	65	59	60	63	58	52	60	53
ELA Learning Gains	65	65	60	59	64	60			
ELA Lowest 25th Percentile	63	62	56	66	62	57			
Math Achievement*	73	72	64	70	69	62	65	66	59
Math Learning Gains	65	66	63	69	65	62			
Math Lowest 25th Percentile	52	59	51	52	58	52			
Science Achievement	46	63	58	58	61	57	50	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	66	63	56	64	61	49	63	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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	548
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	61%	56%	63%	48%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	53%	No		
English Language Learners	58%	No		
Asian Students	95%	No		
Black/African American Students	57%	No		
Hispanic Students	58%	No		
White Students	74%	No		
Economically Disadvantaged Students	59%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%	61%	65%	63%	73%	65%	52%	46%					61%
Students With Disabilities	39%	41%	64%	80%	48%	69%	67%	14%					52%
English Language Learners	57%	59%	66%	60%	72%	61%	48%	39%					61%
Asian Students	100%				90%								
Black/African American Students	62%	69%	57%		67%	56%		47%					40%
Hispanic Students	58%	57%	64%	65%	69%	63%	50%	37%					61%
White Students	75%	67%	75%		90%	80%		70%					59%
Economically Disadvantaged Students	63%	68%	65%	64%	71%	61%	41%	44%					54%

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	60%	-5%	57%	-2%
ELA	4	55%	59%	-4%	56%	-1%
ELA	5	54%	60%	-6%	56%	-2%
Math	3	70%	69%	1%	63%	7%
Math	4	61%	68%	-7%	62%	-1%
Math	5	68%	62%	6%	57%	11%
Science	5	41%	56%	-15%	55%	-14%

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 improved the most was ELA learning gains. During the 2023- 2024 school year, ELA learning gains were 59%. During the 2024- 2025 school year, ELA learning gains were 65%, demonstrating an increase of 6 percentage points. New actions that contributed to this improvement were additional push-in support during third grade differentiated instruction, quarterly reading camps, and consistent monitoring of Accelerated Reader.

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 science proficiency. During the 2023- 2024 school year, science proficiency was 58%. During the 2024- 2025 school year science proficiency was 46%, demonstrating a decrease of 12 percentage points. Contributing factors may include a new, computer-based test format, an increase of data analysis test items, and a lack of content integration in the ELA classrooms.

Greatest Decline

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

In addition to being the data component with the lowest performance, science proficiency was also the data component with the greatest decline. During the 2024- 2025 school year science proficiency was 46%, demonstrating a decrease of 12 percentage points. Contributing factors may include a new, computer-based test format, an increase of data analysis test items, and a lack of content integration in the ELA classrooms. Additionally, this cohort of fifth graders had fewer proficient readers than last year's cohort.

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 has the largest gap when compared to the state average is grade 5 science

proficiency. Statewide grade 5 science proficiency was 55%, compared to Ojus' 46%. This is a gap of 9 percentage points. The new test format may have played a role in this discrepancy, especially because our fifth graders outperformed the state in both math and ELA. Additionally, science instruction did not focus on data analysis.

EWS Areas of Concern

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

Areas of concern from the EWS data include students with a substantial ELA deficiency and the number of third grade students with a Level 1 ELA.

Highest Priorities

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

1. Integration of science content across all subject areas
2. Increased exposure to data analysis prompts
3. Consistent monitoring of grade 5 science topic assessments
4. Consistent monitoring of L25 math subgroup
5. Quarterly reading camps

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

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.

According to the 2024- 2025 FAST assessment results, only 46% of grade 5 students demonstrated proficiency in science. In addition to being a 12 percentage point decrease from the previous school year, this data point is 19 percentage points below the district. Students demonstrated difficulty analyzing data sets. Deficits in science hinder students' ability to analyze data, solve problems, understand scientific concepts, and apply them in real-life situations. Based on our data, we will provide support to fifth grade science teachers related to the new science series, implement science focus calendars, and monitor ongoing science assessment data.

Measurable Outcome

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.

Our school aims to increase fifth grade science proficiency from 46% in 2024- 2025 to at least 49% by the end of the 2025- 2026 school year, as measured by the 2026 FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and progress will be monitored through a review of monthly science focus calendars and students' interactive science notebooks. Science topic assessment data will be utilized to track progress of students' mastery of standards. Instructional walkthroughs will be used to ensure science instruction is implemented with fidelity. These actions should result in an increase in science assessment scores.

Person responsible for monitoring outcome

Dr. Marta Mildred Mejia, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Data-driven decision making will ensure teachers are using recent, relevant data to plan lessons that are aligned with students' 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 regular topic assessments.

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

Action Step #1

Provide professional learning opportunity for teachers on enhancing science instruction.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

Teachers will have the opportunity to participate in a science-based training focused on incorporating inferencing and data analysis across all subject areas. This training will be held on the district Professional Learning Day and will be available to all Ojus teachers. Implementation will be monitored through teachers' participation in the professional learning opportunity, lesson plans, and classroom observation tools. As a result, teachers will feel more comfortable delivering quality science instruction, translating into an increase in science proficiency scores.

Action Step #2

Grade levels will develop quarterly science focus calendars.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Quarterly)

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

Teachers will develop grade level science focus calendars to guide instructional pacing. Calendars will include STEM activities, district labs, and assessments. Administration will review the focus calendars to ensure compliance with established parameters and provide feedback. As a result, students will improve science proficiency and performance on science topic assessments.

Action Step #3

Grade 5 science teachers will disaggregate science baseline assessment data to determine fair game standards that require remediation.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

Following the administration of the district science baseline assessment, fifth grade science teachers will disaggregate the data with a focus on fair game standards. These standards, which were taught in previous grade levels, are assessed on the fifth grade assessment yet are not included in the fifth grade science curriculum. Administration will hold data chats with individual fifth grade science teachers to determine the fair game standards that are in need of remediation. Classroom observation tools and future data analysis will ensure the implementation of targeted intervention on predetermined fair game standards. As a result, students will improve overall science proficiency.

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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.

According to the 2024- 2025 FAST assessment results, only 52% of students in the lowest 25% demonstrated learning gains. Specifically, 11% of fourth grade L25 students demonstrated gains, compared to 88% of third grade L25 students and 68% of fifth grade L25 students. In addition to our math L25 learning gains remaining stagnant from 2023 to 2024, our math L25 learning gains data is 9 percentage points below the district's score of 61%. When students lack foundational math skills and fact fluency, it is difficult for them to grasp grade level skills. Based on our data, we will provide intensive math intervention to our Tier 2 and Tier 3 students, and ensure that remediation is provided to our lowest 25%. Ongoing monitoring and data chats with our lowest 25% will enable students to take ownership of their learning and track their improvement.

Measurable Outcome

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.

Our school aims to increase learning gains of the lowest 25% from 52% in 2024- 2025 to at least 56% by the end of the 2025- 2026 school year, as measured by the 2026 FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Implementation and progress will be monitored through a review of intervention lesson plans and folders. Instructional groups in i-Ready will be used to track student usage and improvement in both math lessons and Fluency Flight. Instructional walkthroughs will be used to ensure intervention is implemented with fidelity. These actions should result in an increase in learning gains of our lowest 25% in math.

Person responsible for monitoring outcome

Dr. Marta Mildred Mejia, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted element of math, our school will focus on the evidence-based strategy of intervention. Teachers will remediate skills using research-based interventions and providing explicit instruction. Additional support will be provided using materials aligned to student i-Ready diagnostic data. Progress in intervention will be closely monitored and instruction will be adjusted as needed.

Rationale:

Targeted, specific instruction directly addresses identified learning gaps. Research-based interventions ensure we use methods proven to be effective. The structured, intensive support, delivered in small groups, allows for more focused practice and immediate feedback, which is crucial for students with foundational knowledge gaps. This approach not only builds essential math skills but also boosts student self-efficacy and engagement, creating a positive cycle of learning and success.

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

Action Step #1

Identify Tier 2 and Tier 3 students and determine the lowest 25% subgroup.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

The math liaison will use 2025 FAST data to identify students who require Tier 2 and Tier 3 math instruction, as well as students who are included in the lowest 25% subgroup. Teachers will be able use this information to form groups and create monitoring systems, which will be reviewed during

regular data chats to ensure students are grouped appropriately.

Action Step #2

Develop i-Ready instructional groups.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

Reports provided by the math liaison will be used to develop i-Ready instructional groups for Tier 3 intervention groups. Separate instructional groups for the lowest 25% in each grade level will be created. The Leadership Team will spot check these groups for accuracy. During data chats, Administration will ensure groupings are updated to reflect any student additions or deletions needed due to student enrollment. As a result, students will receive remediation aligned to their needs and improve their math achievement scores.

Action Step #3

Develop Tier 3 intervention lesson plans based on i-Ready groupings.

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

Interventionists will develop Tier 3 intervention lesson plans specifically tailored to the skill gaps identified by i-Ready groupings, using the i-Ready Toolbox as a primary resource. After grouping students based on their diagnostic data, educators will select and adapt lessons directly from the i-Ready Toolbox that provide targeted, explicit, and intensive instruction to remediate specific deficits in areas like number and operations or algebraic thinking. i-Ready growth checks and diagnostic data will demonstrate the impact of this action step. As a result, students will master foundational skills.

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

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.

According to the 2024-2025 FAST ELA assessment results, 50% or more of our Kindergarten, first grade, and second grade students scored below a level 3. Specifically, 50% of Kindergarten students, 53% of first grade students, and 63% of second grade students did not score a level 3 or higher. As a result of these data points, our school has been designated as a RAISE school. It is critical that primary students possess strong foundational skills as they move into the intermediate grades. These foundational reading skills become fundamental for understanding texts and instructions in all subjects, including math, science, and social studies. Students with low reading scores may struggle

with reading comprehension and be unable to grasp the material presented in other subjects, hindering their overall academic performance.

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

The instructional practices for grades 1-2 (the previous year's Kindergarten and first grade students) will include standards-based collaborative planning and anchor charts.

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

The instructional practice for grade 3 (last year's second graders) will include standards-based collaborative planning focused on differentiated instruction.

Grades K-2: Measurable Outcome(s)

Our school aims to decrease the percentage of students scoring below a 3 from 50% to 47% in first grade (3 percentage points) as measured by the 2026 FAST assessment. These students are last year's Kindergarteners. Our school aims to decrease the percentage of students scoring below a 3 from 53% to 49% in second grade (4 percentage points) as measured by the 2026 FAST assessment. These students are last year's first graders.

Grades 3-5: Measurable Outcome(s)

Our school aims to decrease the percentage of students scoring below a 3 from 63% to 56% (6 percentage points) as measured by the 2026 FAST assessment. These students are last year's second graders.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Various data points, such as Wonders assessments, i-Ready scores, Accelerated Reader reports, and FAST data will be used to determine individual students' academic progress. Data chats will include Administration, reading teachers, ESE teachers, and the ESOL chair. This team will help ensure that a plan is created for any student in need of extra support services. Additionally, Horizons intervention data will be monitored to track student progress and ensure interventions are implemented with fidelity. Consistent monitoring should lead to improvement in students' overall ELA performance.

Person responsible for monitoring outcome

Dr. Marta Mildred Mejia, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted element of ELA, our school will focus on the evidence-based strategies of standards-based collaborative planning and anchor charts. Teachers in grades 1, 2, and 3 will implement regular, structured collaborative planning sessions. These sessions will focus on analyzing student data, developing effective instructional strategies, and addressing individual student needs. Agendas, meeting minutes, and the presence of Administration at meetings will ensure collaborative planning occurs. First and second grade teachers will also employ anchor charts for key standards and skills. Anchor charts will be created by teachers or students, depending on the complexity of the skill. Classroom walkthroughs will assist in monitoring the creation and/ or use of anchor charts during the reading block.

Rationale:

Collaboration in education, especially collaborative lesson planning, improves student outcomes and encourages sharing of best practices. The collaborative planning process will foster a culture of shared responsibility, leading to aligned curriculum, improved instruction, and greater student success. Teacher-created and student-created anchor charts act as accessible reference points, enabling students to independently review and apply learned skills. Anchor charts enhance retention, support diverse learners, make learning visible, and promote student ownership and engagement by involving them in the creation process.

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

Action Step #1

Scheduling Collaborative Planning

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

Schedules that support common planning time across the grade level will be implemented. We will inform all teachers of the dates, times, and locations of common planning meetings. Collaborative planning meetings will be held regularly and will include the teachers, reading liaison, ESE specialists, and Administration. These meetings will focus on planning for appropriate and targeted interventions using data-driven insights such as assessment results from i-Ready, Wonders, and FAST. As a result, our first, second, and third grade students will demonstrate improved learning and assessment outcomes.

Action Step #2

Introduction of Planning Protocol

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25 (Ongoing)

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

The school leadership team will collaborate with reading experts to research and develop a standardized planning protocol specifically tailored for primary reading instruction. The reading liaison will introduce the protocol to all primary reading teachers and assist them with completing the protocol for the first two planning cycles. Completed protocols will be submitted to the leadership team for feedback and possible revisions. Classroom walkthroughs will ensure that the instruction outlined in the protocol is implemented with fidelity.

Action Step #3

Planning for Anchor Charts

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/26/25

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

The reading liaison will meet with first and second grade reading teachers to develop a plan for incorporating the use of anchor charts in their instruction. These teachers will intentionally integrate teacher-made anchor charts into reading instruction to clearly define and reinforce key reading skills and strategies. These charts will initially be teacher-made and explicitly modeled during whole-group and small-group mini-lessons. This action step will be continuously monitored through regular classroom walkthroughs, focusing on whether teachers are displaying charts prominently and referring to them frequently during reading lessons. Additionally, collaborative planning sessions will provide opportunities for teachers to share best practices and discuss student progress in applying the strategies represented on the anchor charts.

IV. Positive Learning Environment

Area of Focus #1

Other: Parental Involvement

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.

According to the 2024- 2025 Teacher Climate Survey results, 46% of our teachers indicated that their "...ability to teach is limited by lack of concern and/ or support from parents." Parental involvement positively affects student learning by improving academic performance, behavior, and social skills. When parents are engaged, students tend to get higher grades, have better attendance, and demonstrate greater motivation and self-esteem. An increase in parental involvement will lead to stronger academic performance.

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.

Our school aims to decrease the percentage of teachers that indicate that their "...ability to teach is limited by lack of concern and/ or support from parents." Our goal is to decrease the percentage of teachers that agree with this statement by 3 percentage points, from 46% during the 2024- 2025 school year to 43% during the 2025- 2026 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.

Parental involvement will be monitored by reviewing sign-in sheets from events held during and after school. Additionally, analytics for our website and social media platforms will be used to monitor the traffic on these networking sites. Call logs and conference notes will also clarify how and why staff members communicate with families. This data will be used to formulate engagement plans, and an increase in parental involvement should lead to improved academic performance.

Person responsible for monitoring outcome

Alison Garfinkel, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the targeted element of school culture, our school will focus on the evidence-based strategy of parental involvement. Teachers will continue to reach out to families to discuss student performance. Our website and social media platforms will provide current information and engaging posts about school happenings. Additionally, we will host a variety of family events during and after school to accommodate parents' schedules.

Rationale:

Focusing on parent involvement helps teachers feel more supported and ready to teach because it creates a collaborative partnership that benefits everyone. When parents are actively engaged in their child's education, teachers gain a deeper understanding of their students' lives, receive assistance in reinforcing classroom learning, and experience a morale boost from positive, cooperative relationships.

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

Action Step #1

Canva Website Tutorial

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/9/25 (Ongoing)

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

A teacher leader who is well-versed in Canva and creating engaging content will meet with grade level and department representatives to teach them how to create a website using Canva. These sites will be grade level specific and contain information pertinent to a single grade level. Each site will be engaging and easy to navigate.

Action Step #2

Website Publication

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/23/25 (Ongoing)

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

Grade level and department websites will be developed and published. Links to the grade-specific websites will be posted on our website and shared on social media. Additionally, messages advertising the websites and their links will be sent via ClassDojo. Finally, QR codes with each website will be sent home via students' backpacks. We will use Canva Website Insights to track the number of hits on each website.

Action Step #3

Dads in Education Event

Person Monitoring:

Alison Garfinkel, Assistant Principal

By When/Frequency:

9/18/25

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

We will host two Fathers in Education events, one for grades Pre-K through first grade and the other for second grade through fifth grade. The events will be held during the school day and will feature activity stations for father figures and their child(ren) to cycle through. Scheduling this event during the school day will encourage participation from families who may not be able to attend nighttime events. The interactive nature of the activity will ensure an energetic, fun climate that encourages fathers to return for future school events. Sign-in sheets will be used to monitor attendance and family involvement.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Methods of dissemination of this SIP (School Improvement Plan) include hard 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 FinalSite 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: www.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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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, and community partnerships. Administration employs an open door policy and encourages fostering strong relationships with families. Our Community Involvement Specialist assists families through various modes of communication, including home visits. These efforts ensure parents are well informed, engaged, and supportive of their child's education. School website: www.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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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. 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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. A committee of administrators and teacher leaders develop the blueprint for the SIP, which is then modified using feedback from all stakeholder groups.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school ensures compliance with Title 1 requirements by providing support aimed at bridging the achievement gap for our disadvantaged students. To enhance student skills beyond academics, our school integrates counseling and mental health programs. Examples include the Wellness Club, initiatives such as Say Hello Week, Values Matter, and presenting positive messages on the morning announcements. Our school earned the Suicide Prevention School designation and has been a recipient of the MASTER (Mental Awareness Success Takes Everyone's Responsibility) Award for the past two years. Our staff completed the Youth Mental Health First Aid Training. Students have access to a guidance counselor on a daily basis, and our Mental Health Coordinator is on site two days a week. These services create a supportive environment where students can develop life skills, enhance 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Our school places emphasis on preparing students for post-secondary opportunities. Some examples include Me Day, Gen2050, Career Day, robotics, and guest speakers. We also focus on agriscience through our butterfly garden, edible garden, and mini farm. This year, we will also implement a Girls Who Code club, aimed at preparing our female students for technology- related careers.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 Tier 3 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our school is dedicated to enhancing instruction through continuous professional learning and strategic data utilization. Teachers are provided with ongoing professional learning opportunities facilitated by district personnel, school staff, and outside organizations. These learning sessions align with the latest teacher methodologies and curriculum enhancements. Some examples include the Everglades Foundation training and Instructional Content Academies (ICADS). To recruit and retain effective teachers, we identify subject areas and/or grade levels that require additional support. This enables us to focus recruitment efforts on 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Prior to starting elementary school, preschool children and their families are invited to orientation sessions and a meet and greet session. They are introduced to the school environment, teachers, and daily routines. Our preschool students visit the Kindergarten classes and parents are invited to a Getting Ready for Kindergarten Orientation. Registration packets for both Preschool and Kindergarten students include academic and social-emotional resources that aim to help and support families as their child enters school. These initiatives help alleviate anxiety and establish a sense of familiarity.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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