

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Ojus Elementary School (4061)

Feeder Pattern - Dr. Michael M. Krop Senior

Regional Center II

District 13 - Miami-Dade

Principal - Mildred Mejia

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Ojus Elementary School, located in Miami's northeast section, serves approximately 986 students in grades kindergarten through five. The school is situated on 5.49 acres of ground and was constructed in 1927. Ojus is one of three elementary schools in the Michael Krop Feeder Pattern in Region II. Students leave Ojus at the end of fifth grade and attend Highland Oaks Middle School for grades six through eight. Then the students attend Michael Krop Senior High for grades nine through twelve. A majority of the students reside in the condominiums and private homes of the North Miami Beach, Sunny Isles, and Aventura areas. Many of the businesses in the area have become school community partners. Barnes & Nobles, M&D Kidz, Publix, and IMACs are local business partners who support the reading, writing, mathematics, science curriculums, and student government activities. The ethnic composition of the 986 students is 35% White Non-Hispanic, 12% Black Non-Hispanic, 46% Hispanic, and 3% Asian/Multiracial. The ethnic composition of the staff is 35% White Non-Hispanic, 13% Black Non-Hispanic, and 26% Hispanic and 6% Asian/Other. The percent of teachers holding Bachelor's Degrees is 35.2; Master's Degrees is 55.6; Specialist's Degrees is 7.4, and Doctorate Degrees is 1.9. The Ojus faculty includes six National Board Certified teachers and four who have completed the process and are awaiting the results of their assessments. The results of the 2007 FCAT Reading and Mathematics Assessments indicate that all NCLB subgroups met AYP targets. In Reading, 8% of the 3rd Grade students ranked at Level 1 and 9% at Level 2; 12% of the 4th Grade students ranked at Level 1 and 11% ranked at Level 2; and 12% of the 5th Grade students ranked at Level 1 and 14% at Level 2. In Mathematics, 6% of the 3rd Grade students ranked at Level 1 and 8% at Level 2; 5% of the 4th Grade students ranked at Level 1 and 12% ranked at Level 2; and 12% of the 5th Grade students ranked at Level 1 and 29% at Level 2. Ojus is proud of its accomplished staff and its academic rating as an "A" school for eight consecutive years. In Kindergarten through third grade, the teacher/student ratio is 1 to 19 and in grades four and five, the teacher/student ration is 1-22. This year, Ojus welcomed approximately 150 new students to its population. Now Ojus faces the challenge of raising the skills of these new students gleaned from a variety of public and private schools to the level of the Ojus standards. In addition, Ojus continues to address the challenge of improving attendance and reducing the number of tardies on a daily basis. The attendance rate fluctuates at 96%-97%. Last year, three teachers were awarded Citibank grants in the area of science and mentoring and the bilingual department was awarded a Title III grant. Ojus is not a Title I School.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points from 86% on the 2007 administration of the FCAT Reading Test to 91% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points from 83% on the 2007 administration of the FCAT Mathematics Test to 88% the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing, as evidenced by 97% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 10 percentage points from 52% on the 2007 administration of the FCAT Science Test to 62% the 2008 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will increase the number of parental and community contacts from 933 in the 2006-2007 school year 980 during the 2007-2008 school year.

Given an emphasis on the importance of a safe and orderly environment, student behavior will be maintained during the 2007-2008 school year by the continuance of the 2006-2007 level of no outdoor suspensions.

Given an emphasis on the use of technology in education, students will augment their usage of technology based programs as evidenced by an increase from 16,285 Accelerated Reader tests taken during the 2006-2007 school year to 17, 913 Accelerated Reader tests taken during the 2007-2008 school year.

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery on the minimum health-related standards on the FITNESSGRAM will increase from 28% on the 2006-2007 administration to 30% on the 2007-2008 administration.

Given the opportunity to participate in a variety of art contests and musical performances throughout the school year, the number of contests and performances in which students participate and perform will be maintained at 20 during the 2007 - 2008 school year as evidenced by teacher logs.

Ojus Elementary will maintain or improve its ranking on the State of Florida Return On Investment Index publication at the 97th percentile or higher on the next publication of the Index.



School Improvement Plan 2007-2008



The results of the self assessment by employees were very positive with 96% of the responses in agreement. Two areas of concern were selected because the ratings on these questions were slightly lower than the rest. The average score on the first item regarding school finances rose from a 4.2 on the 2006 survey to 4.4 on the 2007 survey. To continue to improve the awareness of the fiscal issues, the budget will be reviewed at a faculty meeting, at grade level meetings, and committee meetings to ensure that all staff are informed. The average score for the second area regarding recognition for one's work rose from 4.3 to 4.5 when comparing the last two years. To enhance the staff's feelings about recognition for their efforts, the administrative team will explore new avenues to acknowledge staff performance that will supplement the methods currently in place.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

4061 - OJUS ELEMENTARY SCHOOL

VISION

The Ojus vision 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.

MISSION

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. As a result, students will understand the importance of becoming active citizens.

CORE VALUES

Ojus embraces the following core values: Excellence, Integrity, Equity, Citizenship, and Teamwork.

School Demographics

Ojus Elementary School, located in Miami's northeast section, serves approximately 986 students in grades kindergarten through five. The school is situated on 5.49 acres of ground and was constructed in 1927. In July of 2007, Ojus opened a new building with 27 classrooms and a new cafeteria. With the removal of 7 portables, Ojus now has 20 additional classrooms and is able to accommodate all the students in its boundaries. There are no portables on campus. Additional renovations including the physical education facility and the egress from the school are still in progress. A majority of the students reside in the condominiums and private homes of the North Miami Beach, Sunny Isles, and Aventura areas. Presently, 51% of the students are on free or reduced lunch. The ethnic composition of the student population is 35% White Non-Hispanic, 12% Black Non-Hispanic, 46% Hispanic, and 3% Asian/Multiracial. In Reading, 8% of the 3rd Grade students ranked at Level 1 and 9% at Level 2; 12% of the 4th Grade students ranked at Level 1 and 11% ranked at Level 2; and 12% of the 5th Grade students ranked at Level 1 and 14% at Level 2. In Mathematics, 6% of the 3rd Grade students ranked at Level 1 and 8% at Level 2; 5% of the 4th Grade students ranked at Level 1 and 12% ranked at Level 2; and 12% of the 5th Grade students ranked at Level 1 and 29% at Level 2. There are 128 students enrolled in Gifted classes and 44 students enrolled in Special Education (SPED) classes. There are many factors that contribute to the success of Ojus. These include a very talented, dedicated staff with a passion for teaching and a commitment to their profession. Strong leadership, a high level of parent involvement, and a wealth of educational materials also factor into the success equation. The Leadership Team consists of the Principal, Assistant Principal, Administrative Assistant, Reading Coach, Media Specialist, Counselor, and grade chairpersons. This year, Ojus welcomed approximately 150 new students to its population. Now Ojus faces the challenge of raising the skills of these new students gleaned from a variety of public and private schools to the level of the Ojus standards. In addition, Ojus continues to address the challenge of improving attendance and reducing the number of tardies on a daily basis. Due to ongoing renovations, Ojus has had to modify its physical education program and work within the space available. Ojus is one of three elementary schools in the Michael Krop Feeder Pattern in Region II. Students leave Ojus at the end of fifth grade and attend Highland Oaks Middle School for grades six through eight. Then the students attend Michael Krop Senior High for grades nine through twelve. Ojus has state of the art technology five computers with Internet access in every classroom as well as a bilingual computer lab and a school computer lab located in the Media Center. Ojus offers an Academic Excellence program, an Extended Foreign Language Program in grades K through five and an after school Extended Foreign Language Program in grades K, 1 and 2, a self contained Gifted program in grades 1 through 5, a bilingual program that includes English Language Learners, Spanish for Spanish Speakers, and CCHL. Ojus is actively involved with several of its Dade Partners including Barnes & Nobles, IMACS, M&D Kidz, and Publix. Each year Ojus holds two family events at Barnes & Nobles to support reading and writing. Barnes and Nobles also provides character costumes for the figurative language parades that celebrate student writing. Three Ojus teachers were awarded Citibank grants to support the science curriculum and the bilingual department was awarded a Title III grant to support English Language Learners.

School Foundation

Leadership:

This category received the highest rating because the leadership is very specific and clear about the goals for the stakeholders and the process by which those goals can be attained. The principal has an open door policy that extends to all the stakeholders so everyone's voice is heard and respected. Everyone feels valued as an individual and as a professional. The working environment is built on positive energy that enables students, teachers and parents to share, to blossom, to grow together as a family. The principal lives the mission and vision blending academic success with teamwork and excellence. The entire leadership team embraces the principal's model of leadership.

District Strategic Planning Alignment:

This category received the second lowest rating. The principal and the leadership team make every effort to engage the staff and the parents in planning, establishing, and implementing the goals and objectives of the school. Opportunities for discussion and input are scheduled through grade level meetings with team leaders, monthly grade level meetings with the principal, committee meetings, EESAC meetings and PTA meetings. In particular, the SIP plans and Climate Survey results appear regularly on the EESAC and faculty meeting agendas.

Stakeholder Engagement:

The customer satisfaction category received the highest rating. The Ojus stakeholders - the students, teachers, parents, and community-represent a rich ethnic and cultural diversity that help each one learn from the other, upholding the differences that make us unique, while at the same time reinforcing the similarities that join us as a community. All stakeholder groups are focused on educating our children and implementing the school's vision and mission. Ojus has active community partnerships with surrounding businesses that provide our students with added opportunities to contribute to and benefit from the local resources. We are fostering a caring community by working with our Dade Partners, school volunteers, United Teachers of Dade, and community leaders. Parent groups are the backbone of the school. The PTA, along with the EESAC and Friends of Ojus, assists with additional funding, volunteering in the school, and representing the school throughout the District.

Faculty & Staff:

The Human Resources category was the lowest ranked category. The faculty and staff at Ojus are provided with a variety of opportunities for professional development and leadership positions. The principal encourages staff to take advantage of trainings, conferences and workshops that are in alignment with the goals of the school. Staff responses to the School Climate Survey support the findings of the Organizational Performance Self Assessment Survey. The staff awarded Ojus an A rating on the 2006-2007 School Climate Survey.

Teacher Mentoring Programs:

Ojus implements a Teacher Mentoring program that supports beginning teachers as defined in the PACES program and encourages leadership and professional growth. Professional Growth Teams are created to support and work with each beginning teacher. Again this year, each staff member new to Ojus and/or new to a grade level received a mentor. Presently, six faculty members are National Board Certified and four are awaiting the results of their applications. Teachers pursuing leadership degrees are given every opportunity to develop their skills by serving as grade chairpersons, committee chairs, and EESAC members. Ojus also supports the teaching profession by accepting interns from local universities. Nineteen teachers have completed the Clinical Supervision course and many teachers have university students in their classrooms completing field experience hours. Ojus is collaborating with two high schools to enable their students to work with our teachers and students in specialized programs.

Data/Information/Knowledge Management:

This category, along with Leadership and Customer Satisfaction, received the highest rating. Ojus staff has determined that it must utilize test data to maintain our exemplary status as an "A" school. The administration and faculty of Ojus agree that collecting, analyzing, disseminating, and using data is critical to the success of the school. Teachers and administrators acknowledge the value of this process and the information it provides and dedicate a portion of each grade level meeting to a review of specific sets of data (i.e. AR test results, FCAT pretest item analysis, benchmark tests). Furthermore, the Reading Coach, the Math/Science Leader and the Media Specialist assist grade levels with data collection and analysis. Using data to drive instruction, to assist in student placement and to measure growth has been a successful strategy at Ojus and will be intensified to ensure our high level of achievement.

Education Design:

School-wide Improvement Model: Ojus will implement the Eight-Step Continuous Improvement Model (CIM). Students are given a pre-test in Reading, Mathematics, and Science. The CIM model involves an eight-step process that regularly assesses students for intervention, remediation, and enrichment. The steps include: data disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring. All grade levels throughout the school are implementing this model. Test scores are analyzed and utilized to identify areas of strength and weakness, to identify instructional groups, and to monitor trends in each core subject area. District quarterly assessments will be administered to monitor and continuously identify areas of weakness which need additional instructional focus. Ojus will be using a school wide timeline, including a scope and sequence, to ensure alignment with the written, taught and tested curriculum; this will ensure a consistent instructional focus. Additionally, continuous monitoring by the administrative team of assessment results will determine our tutorial programs. Together with grade level meeting and team meetings, the administrative team will work to ensure that the school's mission and instructional focus remains the focal point.

Performance Results:

In addition to data on academic issues, Ojus carefully monitors other areas that impact the educational process. The administrative team reviews attendance data, tardy reports, and referrals for discipline. Follow up measures include home visits, parent conferences, and counseling sessions. Last year the school successfully initiated an incentive program to reduce tardies and that program, plus additional incentives, will be implemented for the 2007-2008 school year. The attendance policy currently in place has been most effective in improving classroom attendance. These programs have all been successful because of the close collaboration between the home and the school.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

The results of the 2007 FCAT Reading Assessment indicate that students in grades 3 through 5 met or exceeded the performance levels of students in the District and State in all content clusters. The implementation of the reading strategies resulted in 70% of the students demonstrating reading gains and 61% of the lowest quartile demonstrating gains. Students in all the NCLB subgroups achieved AYP targets and 86% of the students demonstrated mastery on the 2007 FCAT Reading Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points from 86% on the 2007 administration of the FCAT Reading Test to 91% on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a parent workshop on FCAT reading strategies.	Principal, Assistant Principal, Reading Coach	9/20/2007	3/07/2008	District-wide Literacy Plan	0
Analyze test data and review student performance at monthly grade level meetings to monitor student progress and guide instruction.	Principal, Reading Coach, Teachers, Media Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0
Create and monitor ability groups in grades two through five for reading instruction.	Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Identify and monitor the students in all subgroups scoring in the lowest 25 percent on the 2007 FCAT Reading Assessment and provide interventions to those students.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/05/2008	Inclusion of SWD	0
Utilize computer assisted programs, Reading Plus, Learning Today, TestTools, Accelerated Reader, and Read 180, to improve reading skills.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	6500
Provide a monthly Benchmark Focus and Assessment Calendar.	Principal, Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Analyze data from 2007 FCAT Reading Assessment and school-site data to identify students in need of small group instruction and reading interventions.	Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teacher	8/20/2007	6/05/2008	Continuous Improvement Model	0
Analyze data from weekly school-site assessments to monitor student progress and guide instruction.	Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teachers	9/21/2007	6/05/2008	Continuous Improvement Model	0
Provide daily in-school and bi-weekly after-school tutoring for students in lowest 25 percent on the 2007 FCAT Reading Assessment as measured by learning gains reports generated by the programs.	Principal, Reading Coach, Administrative Assistant	9/04/2007	6/05/2008	District-wide Literacy Plan	20000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Create a reading lab for intervention groups.	Principal, Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading Series
 Voyager
 TestTools
 Read 180
 Learning Today
 Reading Plus

Professional Development



School Improvement Plan 2007-2008



Houghton Mifflin Reading Series
Reading Plus
Read 180
Learning Today
TestTools
Comprehensive Research-Based Reading Program
Project DRAW

Evaluation

2008 FCAT Reading Assessment
DIBELS
School-site Benchmark Tests
District Interim Assessments

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

The results of the 2007 FCAT Mathematics Assessment indicate that students in 3rd Grade through 5th Grade met or exceeded the performance levels of students in the District and State in all strands. The implementation of the mathematics strategies resulted in 68% of the students demonstrating mathematics gains and 70% of the lowest quartile demonstrating gains. Students in all the NCLB subgroups achieved AYP targets and 83% of the students demonstrated mastery on the 2007 FCAT Mathematics Assessment. Students in 3rd Grade maintained high levels of performance in all strands except Algebraic Thinking which declined 16% from the 2006 FCAT Mathematics Assessment. Students in 4th Grade maintained high levels of performance and raised their performance on the Geometry Strand by 15%. Students in 5th Grade demonstrated a need based on a decline of 9% in Measurement, a decline of 8% in Geometry, and a decline of 9% in Algebraic Thinking.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points from 83% on the 2007 administration of the FCAT Mathematics Test to 88% the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct one Math/Science Family Night.	Principal, Math/Science Leader, Teachers, Dade Partner	9/04/2007	12/04/2007	Academic Enrichment Opportunities	0
Create and monitor ability groups in grades two through five for mathematics instruction.	Principal, Math/Science Leader, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Analyze data from 2007 FCAT Mathematics Assessment to identify and monitor students in need of small group instruction and mathematics intervention.	Principal, Assistant Principal, Math/Science Leader, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Analyze test data and review student performance at monthly grade level meetings to drive instruction.	Principal, Assistant Principal, Math/Science Leader, Teachers	9/12/2007	6/05/2008	Continuous Improvement Model	0
Provide and utilize District developed Mathematics Pacing Guide for Kindergarten through fifth grade.	Principal, Math/Science Leader	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Analyze data from the District Interim Assessments to drive instruction.	Principal, Math/Science Leader, Teachers	11/05/2007	6/05/2008	Continuous Improvement Model	0
Identify and monitor the students in all subgroups scoring at the lowest 25 percent on the 2007 FCAT Mathematics Assessment and provide interventions to those students.	Principal, Administrative Assistant	8/20/2007	6/05/2008	Inclusion of SWD	0
Utilize computer assisted programs to improve mathematics skills.	Principal, Computer Teacher, Math/Science Leader	8/20/2007	6/05/2008	Continuous Improvement Model	2000
Provide in-school and after-school tutoring for students scoring in the lowest 25 percent on the 2007 FCAT Mathematics Assessment and monitored by tests developed at the school site .	Principal, Assistant Principal, Administrative Assistant, Math/Science Leader	8/17/2007	6/05/2008	Continuous Improvement Model	12000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Math/Science Leader	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Scott Foresman Mathematics Series
TestTools
Learning Today Math

Professional Development

Scott Foresman Mathematics Series
Riverdeep
TestTools
Scott Foresman's Take It to the Net
FCAT Explorer
Learning Today Math
Item Specifications

Evaluation



School Improvement Plan 2007-2008



2008 FCAT Mathematics Assessment
District Interim Assessments

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Analysis of the last three years shows a yearly increase in the percent of students meeting high standards in writing from 94% in 2005 to 97% in 2007. For the past two years, the students earned a mean score 4.3.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing, as evidenced by 97% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the data from monthly prompts to monitor growth.	Principal, Teachers, Reading Coach, Administrative Assistant.	8/27/2007	6/05/2008	Continuous Improvement Model	0
Analyze the data from the District expository and narrative pretests administered in August 2007 to drive instruction.	Principal, Reading Coach, Administrative Assistant, Teachers.	8/27/2007	6/05/2008	Continuous Improvement Model	0
Implement the Bill of Writes figurative language program that identifies one topic each month and celebrates the students' work in a monthly parade.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide monthly grade-level pacers and prompts.	Principal, Reading Coach	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Implement the O'Jus Books Writing Project.	Principal, Reading Coach, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement an observation model to enhance instruction in selected classes.	Principal, Assistant Principal, Reading Coach, Teachers	9/4/2007	6/05/2008	District-wide Literacy Plan	0
Provide weekly in- school tutoring for low performing students.	Principal, Assistant Principal, Reading Coach, Administrative Assistant	9/27/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Writing Process Workshops
 Bill of Writes Figurative Language Workshops
 O'Jus Books Project Workshops

Evaluation

2008 FCAT Writes+ Assessment
 District Pretest and Posttest
 Monthly in-house prompts

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

All students will be able to apply scientific knowledge in their lives.

Needs Assessment

The results of the 2007 FCAT Science Assessment indicate that students in 5th Grade met or exceeded the performance levels of students in the District and State in all strands. The implementation of the science strategies resulted in a 6% increase in the number of the students demonstrating mastery in science from 46% to 52%. Performance in Earth Science rose 3%, but performance in Life/Environment declined by 4%.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 10 percentage points from 52% on the 2007 administration of the FCAT Science Test to 62% the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate technology into the science curriculum.	Principal, Math/Science Leader, Media Specialist	9/05/2007	6/05/2008	Continuous Improvement Model	0
Provide grade level science timelines for Science and Invention Fair.	Principal, Math/Science Leader, Science Committee	9/25/2007	1/23/2008	Exchange Meaningful Information	0
Increase the number of hands-on science experiments conducted in the classrooms during science instruction.	Principal, Math/Science Leader, Teachers	8/27/2007	6/05/2008	Academic Enrichment Opportunities	0
Conduct one Math/Science Family Night.	Principal, Math/Science Leader, Teachers, Dade Partner	09/04/2007	12/04/2007	Academic Enrichment Opportunities	0
Analyze data from pretest and mid-year science tests using a site developed instrument to assess student growth and provide interventions as needed.	Principal, Assistant Principal, Math/Science Leader, Teachers	9/25/2007	6/05/2008	Exchange Meaningful Information	0
Implement the District Science Pacing Guide	Principal, Math/Science Leader, Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Math/Science Leader	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Scott Foresman Science Series
TestTools
Foss Kits

Professional Development

Scott Foresman Science Series
Item Specifications
TestTools
Hands-On Activities Workshop
Science Fair Project Workshop

Evaluation

2008 FCAT Science Assessment
School-site developed pretest and mid-year test
Teacher-made tests
Textbook tests

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Ojus Elementary School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Sign-in sheets for the numerous school functions and volunteer logs indicate an increase in parent involvement. Each year parents have an opportunity to attend a variety of school-wide events such as Book Fairs, Talent Show, District Parent Conferences, and school assemblies, as well as individual classroom functions such as Mother's Day Teas and International Day luncheons. There is a need to demonstrate an increase in parental involvement based on the parent sign-in logs indicating 933 parents attended events during the 2006-2007 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will increase the number of parental and community contacts from 933 in the 2006-2007 school year 980 during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold informational meetings in conjunction with school sponsored family functions.	Principal, Assistant Principal, Reading Leader, Math/Science Leader	9/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct a volunteer recruitment/orientation workshop and appreciation breakfast.	Principal, Counselor	10/17/2007	6/05/2008	Continuous Improvement Model	0
Encourage parents to utilize all parent resources including school and District websites, Parent Academy, school calendar, and newsletter.	Principal, Assistant Principal, Technology Mentor, Administrative Assistant	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct parent workshops in reading, writing, mathematics and science.	Principal, Assistant Principal, Reading Coach, Math/Science Leader	9/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the Connect-Ed phone message system to remind parents of important dates/meetings.	Principal, Assistant Principal, Bilingual Chairperson	8/19/2007	6/05/2008	Exchange Meaningful Information	0
Prepare and disseminate PTA notices and workshop notices in English, Spanish and Creole as needed.	Principal, Bilingual Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Participate in Five Star Award Project.	Principal, Administrative Assistant	8/20/2007	6/05/2008	Improve Public Perception	0

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs

Professional Development

National PTA Standards for Parent and Family Involvement Programs Workshop

Evaluation

Sign-in sheets for each event

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Ojus Elementary School will provide a safe and disciplined environment for all students.

Needs Assessment

Students must be in school each day to successfully master the lessons and move through the curriculum in a timely manner. There were no outdoor suspensions for the 2006-2007 school year. There is a need to maintain a zero outdoor suspension rate.

Measurable Objective

Given an emphasis on the importance of a safe and orderly environment, student behavior will be maintained during the 2007-2008 school year by the continuance of the 2006-2007 level of no outdoor suspensions.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Student of the Month project that emphasizes character education.	Principal, Assistant Principal, Counselor, Teachers	9/05/2007	6/05/2008	Student Wellness	0
Conduct regular counseling sessions with at-risk students.	Principal, Counselor	9/05/2007	6/05/2008	Healthcare & Healthy Choices	0
Conduct monthly Discipline Committee meetings to review SCMS and other relevant data.	Principal, Assistant Principal, Counselor, Discipline Committee	9/17/2007	6/05/2008	Safe and High-quality Facilities	0
Implement an Anti- Bullying Program.	Principal, Counselor, Teachers	10/04/2007	6/05/2008	Safe and High-quality Facilities	0
Implement a school wide discipline plan.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Ethics Training
Anti-Bullying Workshop

Evaluation

2006-2007 District Suspension Report

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Ojus Elementary School will integrate technology in all curricular areas.

Needs Assessment

There is a need to increase the use of technology based programs to increase student achievement in reading. An analysis of the 2006-2007 Accelerated Reader reports indicate that the current third, fourth and fifth grade students averaged 34 tests per student last year. Students must be knowledgeable about the computer to locate the correct test, answer the questions, and print the results. Research has shown that students will raise their reading level by reading.

Measurable Objective

Given an emphasis on the use of technology in education, students will augment their usage of technology based programs as evidenced by an increase from 16,285 Accelerated Reader tests taken during the 2006-2007 school year to 17, 913 Accelerated Reader tests taken during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development on instructional programs and instructional tools.	Principal, Technology Committee	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide professional development opportunities in management software.	Principal, Grade Book Managers	8/17/2007	6/05/2008	Exchange Meaningful Information	0
Ensure that every teacher has a working computer with management and instructional programs.	Principal, Media Specialist, Computer Specialist, Microsystems Technician	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Provide on-site support throughout the school day.	Principal, Media Specialist, Computer Specialist, Microsystems Technician	8/14/2007	6/05/2008	Safe and High-quality Facilities	0
Hire a full-time computer specialist.	Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	27000
Implement and monitor student progress using Accelerated Reader, Reading Plus, Read 180, and Learning Today programs.	Principal, Reading Coach, Assistant Principal, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	5000

Research-Based Programs

Not Applicable

Professional Development

Accelerated Reader

Evaluation

Computer generated usage reports

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Ojus Elementary School will promote the overall health and fitness of students.

Needs Assessment

The percent of students demonstrating mastery on the minimum health-related standards on the FITNESSGRAM for 2006-2007 dropped dramatically from 75% to 28% because of the limited space available for running and other components of the FITNESSGRAM. Ojus is in Phase 3 of reconstruction which includes the physical education field. The limited facilities for physical education has posed numerous problems for the physical education teachers who presently meet their students in the cafeteria. There is a need to modify the physical education program because the health and welfare of the students are of prime concern to administration, staff and parents.

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery on the minimum health-related standards on the FITNESSGRAM will increase from 28% on the 2006-2007 administration to 30% on the 2007-2008 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that all students receive instruction on nutrition and eating healthy.	Principal, Assistant Principal, Physical Education Coaches, Teachers, Counselor	8/20/2007	6/05/2008	Student Wellness	0
Ensure that each class meets the required minutes of physical fitness instruction each week.	Principal, Assistant Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Administer a modified FITNESSGRAM pretest to determine baseline data.	Principal, Physical Education Coaches	10/17/2007	10/31/2007	Student Wellness	0
Ensure that components of the FITNESSGRAM Test are taught.	Principal, Assistant Principal, Physical Education Coaches	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Participate in the Students with Disabilities Sports Program.	Principal, Physical Education Coaches	9/05/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

FITNESSGRAM

Professional Development

District and Region Workshops

Evaluation

FITNESSGRAM Test

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

During the 2006- 2007 school year, the students participated in twelve art activities (contests, exhibits) and eight musical/dance performances at school and throughout the county. In addition the students attended two musical performances to enrich their appreciation of music.

Measurable Objective

Given the opportunity to participate in a variety of art contests and musical performances throughout the school year, the number of contests and performances in which students participate and perform will be maintained at 20 during the 2007 - 2008 school year as evidenced by teacher logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a school-wide talent show.	Principal, Teachers	10/18/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to participate in community-wide events dedicated to the fine arts.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Partner with parents to ensure the implementation of community-wide and extra curricular activities.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Improve Public Perception	0
Recognize and acknowledge student participation and involvement in the school newsletter and on morning announcements.	Principal, Teachers, Media Specialist, Administrative Assistant	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide the human and material resources necessary to enable students to participate in fine arts related events.	Principal, Assistant Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Best Practices from District and Faculty Workshops

Evaluation

Teacher logs

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Ojus Elementary will maintain or rank at or above the 97th percentile statewide in the Return On Investment Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2005, Ojus Elementary ranked at the 97th percentile on the State of Florida Return On Investment Index.

Measurable Objective

Ojus Elementary will maintain or improve its ranking on the State of Florida Return On Investment Index publication at the 97th percentile or higher on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Principal, Assistant Principal, EESAC Chairperson	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal, EESAC Chairperson	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Chair	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Utilize the Continuous Improvement Model, monitor resource allocations, and adjust the budget to improve cost effectiveness.	Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Inservice for all stakeholders on evaluating the efficiency and effectiveness of all programs.

Evaluation

State of Florida Return On Investment Index Publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC allocated the EESAC monies to support in school and after school small group instruction and the purchase of materials needed for those programs. The EESAC reviewed the school budget and participated in the disbursement of the A+ monies.

Training:

The EESAC recommended that professional staff development remains a priority for all staff members in all subject areas including technology, and the fine arts.

Instructional Materials:

The EESAC recommended that all relevant instructional materials are purchased to ensure that every child is afforded an enriched learning environment.

Technology:

The EESAC recommended that technology is expanded and updated to enable teachers to infuse technology throughout the curriculum and that students have access to technology throughout the day.

Staffing:

The EESAC recommended that paraprofessionals and hourly part-time teachers be engaged to support the educational process and reduce the pupil-teacher ratio.

Student Support Services:

The EESAC recommended that all existing student support services are maintained so that each student and family receives the support needed to ensure a successful learning experience at Ojus.

Other Matters of Resource Allocation:

The EESAC recommended that all funding available to the school is allocated to support student achievement. The PTA and Friends of Ojus indicated that they will continue to provide additional financial support to the school.

Benchmarking:

The EESAC recommended that benchmarking data be reviewed on a regular basis to ensure the successful implementation of the School Improvement Plan.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended that the safety of everyone in the building remains a priority and that school-wide discipline is maintained through Safety Committee meetings, Student Government and the PTA.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	26500
Mathematics	14000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	32000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	72500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent