
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4061 - Ojus Elementary School

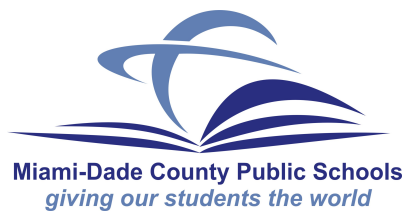
FeederPattern: Dr. Michael M. Krop Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Annette Weissman

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Ojus Elementary School

The staff of Ojus Elementary blends traditional educational values with research based instructional strategies, the latest technological resources, and a love of learning. On a regular basis, administrators and teachers collect and analyze data and implement interventions as needed. Teachers and administrators meet regularly to discuss students on an individual basis to provide the most beneficial learning environment. Ojus has established learning communities to enhance teacher performance in reading, mathematics and classroom management. Ojus provides an environment that promotes knowledge throughout all the disciplines of academic learning.

Given instruction using the Sunshine State Standards, students in grades three through five, who attend Ojus Elementary from August 2005 through March 2006, will maintain or improve their reading skills as evidenced by 87 percent of the students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test as compared with 87 percent on the 2005 FCAT Reading.

Given instruction using the Sunshine State Standards, students in grades three through five, who attend Ojus Elementary from August 2005 through March 2006, will maintain or improve their mathematics skills as evidenced by 81 percent of the students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics as compared with 81 percent on the 2005 administration.

Given instruction using the Sunshine State Standards, students in grade four, who attend Ojus Elementary from August 2005 through February 2006, will maintain their writing skills as evidenced by 94 percent or more of the students scoring 3.5 or higher on the 2006 administration of the Florida Writes Test as compared with the 94 percent on the 2005 Florida Writes Test.

Given instruction using the Sunshine State Standards, students in grade five who attend Ojus Elementary from August 2005 through March 2006, will improve their science skills as evidenced by an increase of three points over the 2005 FCAT Science mean scale score of 294 as documented by the 2006 FCAT Science Test.

Given opportunities to attend a variety of events throughout the school year, parents will maintain or improve their attendance at these events during the 2005-2006 school year as compared to the 532 parents who attended during the 2004-2005 school year as evidenced by sign-in sheets for each event.

Given a school-wide discipline plan, the number of students referred for indoor and outdoor suspensions will remain at a total of three or decline as evidenced by consecutive District reports on suspension rates.

Given the opportunity to use technology for basic communication, for instructional purposes, and for management purposes, the levels of teacher use of technology and teacher access to technology will increase from Stage 2, Intermediate, on the 2004 STaR School Survey on Technology to Stage 3, Advanced, on the 2005-2006 STaR School Survey on Technology.

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery of the minimum health-related standards on the FITNESSGRAM test will increase by three percent from 88 percent on the 2004-2005 administration to 91 percent on the 2005-2006 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 increase from 17 during the 2004-2005 school year to 20 during the 2005-2006 school year as evidenced by teacher logs.

Ojus Elementary will maintain or improve its ranking on the State of Florida Rate of Investment index publication at the 93rd percentile or higher on the next publication of the index.

The results of the self assessment by employees were very positive. Two areas of concern were selected because the ratings on these questions were slightly lower than the rest. One question dealt with the staff's knowledge of the school's finances and the other with the staff's feelings regarding recognition of their work. To improve the awareness of the fiscal issues, the budget will be reviewed at a faculty meeting. In addition, the budget will be addressed at grade level meetings and committee meetings to ensure that all staff are informed. To enhance the staff's feelings about recognition for their efforts, the administrative team will develop and implement more tangible, public ways of acknowledging staff performance that will supplement the methods currently in place.

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.

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 life long 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 880 students in grades kindergarten through five. The school is situated on 5.49 acres of ground and was constructed in 1927. A majority of the students reside in the condominiums and private homes of the North Miami Beach, Sunny Isles, and Aventura areas. The ethnic composition of the student population is 37 percent White Non-Hispanic, 12 percent Black Non Hispanic, 47 percent Hispanic, and three percent Asian/Multiracial. The ethnic composition of the staff is 55 percent White Non-Hispanic, 18 percent Black Non-Hispanic, and 25 percent Hispanic. Ojus Elementary provides educational services based on the Sunshine State Standards as well as services for Exceptional Student Education students, bilingual students, and English as a Second Language (ESOL) students. Ojus is currently addressing two challenges. Ojus is an overcrowded school with no room to accommodate additional classes. For the past few years, the enrollment for kindergarten and first grade has been capped, but this has not alleviated the problem. On a daily basis, Ojus strives to improve attendance and reduce the number of tardies.

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 everyone - students, teachers and parents - to blossom, to share, 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 lowest rating, but only by one tenth of a point. 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 weekly 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 high ratings. The Ojus stakeholders - the students, teachers, parents, and community-represent a rich ethnic and cultural diversity that helps 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, 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 received high ratings. 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 2004-2005 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. This year, each staff member new to Ojus and/or new to a grade level received a

mentor. Presently, five faculty members are National Board Certified and one is awaiting the results of her evaluation. Teachers pursuing leadership degrees are given every opportunity to develop their skills by serving as grade chairpersons, committee chairs, and EESAC members. Four teachers have successfully completed their leadership internship programs under the direction of Dr. Weissman. This year, for the second year in a row, Ojus will be participating in the Technology Leadership Program which includes the Enhancing Education Through Technology program impacting 15 teachers. Ojus also supports the teaching profession by accepting interns from local universities. Nineteen teachers have completed the Clinical Supervision course and three have full time interns this year. In addition, many teachers have university students in their classrooms completing field experience hours.

Data/Information/Knowledge Management:

This category, along with Leadership, 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 at their weekly meetings. Using data to drive instruction, to assist in student placement and to measure growth has been a successful strategy at Ojus and will be widened 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. This year the school has initiated an incentive program to reduce tardies. The attendance policy currently in place has been most effective in improving classroom attendance. These programs have been successful because of the close collaboration between the home and the school.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 87 percent of the students have met the state required mastery level, 74 percent have made annual learning gains, and 77 percent of the students scoring in the lowest quartile made learning gains. Results of the 2005 FCAT Reading Test indicate that all subgroups met state criteria and all subgroups demonstrated gains in the percent of students meeting state standards. The Students With Disabilities Subgroup had the lowest (53) percent of students scoring at or above grade level. The mean scale score for fourth grade students decreased from 329 on the 2004 FCAT Reading to 323 on the 2005 FCAT Reading. The percent of fourth grade students scoring Level 3 or above decreased from 79 percent on the 2004 FCAT Reading to 77 percent on the 2005 FCAT Reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five, who attend Ojus Elementary from August 2005 through March 2006, will maintain or improve their reading skills as evidenced by 87 percent of the students scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test as compared with 87 percent on the 2005 FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide monthly grade level pacers.	Reading Coach	8/8/2005	05/05/06
Utilize computer assisted programs to improve reading skills.	Computer Teacher, Technology Mentor	8/8/2005	05/05/06
Analyze test data and review student performance at monthly grade level meetings.	Principal, Reading Coach, Teachers, Media Specialist	8/29/2005	05/05/06
Create and monitor ability groups in grades two through five for reading instruction.	Principal, Reading Coach, Teachers	8/8/2005	05/05/06
Analyze data from 2005 FCAT Reading Test and school site data to identify students in need of small group instruction and reading interventions.	Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teacher	8/8/2005	05/05/06
Identify and monitor the students in all subgroups scoring at Levels 1 and 2 on the 2005 FCAT Reading and provide interventions to those students.	Principal, Reading Coach	8/8/2005	05/05/06
Provide daily in school and biweekly after school tutoring for students in lowest quartile and those scoring below Level 3 on the 2005 FCAT Reading.	Administrative Assistant	10/17/2005	02/24/06
Analyze data from weekly school site assessments to monitor student progress and guide instruction.	Principal, Assistant Principal, Reading Coach, Administrative Assistant, Teachers	10/17/2005	05/05/06

Research-Based Programs

Houghton Mifflin Reading Series

Voyager

Testtools

Read 180

Learning Today

Professional Development

Professional Development will include: workshops provided by the District, Region, and school on the implementation of the Houghton Mifflin reading series, Riverdeep and Learning Today. The Reading Leader will continue to provide additional workshops by grade level to support the instructional delivery of the Comprehensive Research Reading Program. The Administrative Assistant will continue to train teachers in data collection and data analysis.

Evaluation

This objective will be assessed by the results of the 2006 FCAT Reading Test. DIBELS results and performance on weekly benchmark tests will be used to monitor student progress, guide instruction, and track progress toward the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 81 percent of the students have met the state required mastery level and 79 percent have made annual learning gains. Results of the 2005 FCAT Mathematics Test indicate that all subgroups met state criteria. The percent of students meeting state standards in the African-American Subgroup and the Economically Disadvantaged Subgroup decreased when comparing the 2004 and 2005 FCAT Mathematics results. The mean scale score for third grade increased by 10 points compared to a four point growth in grades four and five.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five, who attend Ojus Elementary from August 2005 through March 2006, will maintain or improve their mathematics skills as evidenced by 81 percent of the students scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics as compared with 81 percent on the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create and monitor ability groups in grades two through five for mathematics instruction.	Principal, Math/Science Leader, Teachers	8/8/2005	05/05/06
Utilize computer assisted programs to improve mathematics skills.	Computer Teacher, Technology Mentor, Math/Science Leader	8/8/2005	05/05/06
Analyze data from 2005 FCAT Mathematics to identify and monitor students in need of small group instruction and mathematics intervention.	Principal, Assistant Principal, Math/Science Leader, Teachers	8/8/2005	05/05/06
Analyze test data and review student performance at monthly grade level meetings.	Principal, Assistant Principal, Math/Science Leader, Teachers	8/22/2005	05/05/06
Provide and utilize District developed Mathematics Long Range Plans for kindergarten through fifth grade.	Math/Science Leader	8/8/2005	05/05/06
Identify and monitor the students in all subgroups scoring at Achievement Levels 1 and 2 on the 2004 FCAT Mathematics and provide interventions to those students.	Principal, Administrative Assistant	8/8/2005	05/05/06
Provide biweekly in school and weekly after school tutoring for students in lowest quartile and those scoring below Level 3 on the 2005 FCAT Math.	Principal, Assistant Principal, Administrative Assistant, Math/Science Leader	8/22/2005	05/05/06
Analyze data from monthly benchmark tests.	Principal, Math/Science Leader, Teachers	10/24/2005	05/05/06

Research-Based Programs

Scott Foresman Mathematics Series
Testtools

Professional Development

Professional training will include workshops provided by the District, Region and school site on Scott Foresman Mathematics Series, computer assisted programs such as Riverdeep, Testtools, Scott Foresman's Take It to the Net, and FCAT Explorer. The Math/Science Leader will provide additional workshops by grade level to support the instructional delivery of the mathematics curriculum. The Administrative Assistant will train teachers in data collection and data analysis.

Evaluation

This objective will be assessed by scores on the 2006 FCAT Mathematics Test. Monthly benchmark tests and Testtools will be used to monitor student progress, guide instruction, and track progress toward the objective.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2005 Florida Writes Test indicate that all subgroups met criteria and that 94 percent of the students demonstrated mastery at 3.5 or above. The mean scale score was 4.0. However, 56 percent of the students scored below a 4.0 on the 2005 Florida Writes. Results of the District pretests administered in August 2005 indicate that 92 percent of the students in grade four scored below the 4.0 rubric score.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four, who attend Ojus Elementary from August 2005 through February 2006, will maintain their writing skills as evidenced by 94 percent or more of the students scoring 3.5 or higher on the 2006 administration of the Florida Writes Test as compared with the 94 percent on the 2005 Florida Writes Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide monthly grade level pacers.	Reading Coach	8/8/2005	05/01/06
Analyze the data from monthly prompts to monitor growth.	Teachers, Reading Coach, Administrative Assistant.	8/15/2005	05/05/06
Analyze the data from the District expository and narrative pretests administered in August 2005.	Teachers, Reading Coach, Administrative Assistant.	9/12/2005	05/05/06
Provide small group instruction to enhance high performing students.	Principal, Assistant Principal, Reading Coach	10/17/2005	02/03/06
Implement the figurative language program that identifies one topic each month and celebrates the student work in a monthly Bill of Writes parade.	Principal, Assistant Principal, Reading Coach, Teachers,	8/8/2005	05/05/06
Provide weekly in school and/or after school tutoring for low performing students.	Principal, Assistant Principal, Reading Coach, Administrative Assistant	9/12/2005	02/03/06
Implement the O'Jus Books Writing Project.	Reading Coach, Teachers	08/08/2005	05/05/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Provide professional development activities at the school site to ensure the systematic implementation of the writing process, the figurative language program and the O'Jus Books project. The Reading Coach and teacher leaders will model the writing process at each grade level and conduct workshops on rubric scoring. The Administrative Assistant will support teachers in data collection and data analysis.

Evaluation

The objective will be assessed by scores of the 2006 FCAT Writes Test. The District Writing Posttest administered in May 2006 and monthly testing using District and in-house prompts will be used to monitor student progress, guide instruction, and track student progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 4 STATEMENT:

All students will be able to apply scientific method.

Needs Assessment

Results of the August 2005 administration of a school site science pretest indicate that 62 percent of the students in grade five scored below mastery on Cluster 1; 49 percent on Cluster 2, 49 percent on Cluster 3; and 52 percent on Cluster 4. Student performance on the Life/Environment Cluster has remained the same for three consecutive years. Results of the 2005 Science FCAT Test indicated that the median score of 294 surpassed the District median score, but was below the State median score of 296.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five who attend Ojus Elementary from August 2005 through March 2006, will improve their science skills as evidenced by an increase of three points over the 2005 FCAT Science mean scale score of 294 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of hands-on science experiments conducted in the classrooms during science instruction.	Math/Science Leader, Teachers	9/12/2005	05/05/06
Integrate technology into the science curriculum.	Computer Teacher, Technology Mentor, Math/Science Leader, Media Specialist	9/12/2005	05/05/06
Provide grade level pacers for all grades.	Math/Science Leader, Teachers	8/8/2005	05/05/06
Provide grade level science pacers for science and invention fair.	Math/Science Leader, Science Committee	9/26/2005	12/15/05
Analyze data from pre/mid/post science tests using a site developed instrument.	Principal, Assistant Principal, Math/Science Leader, Teachers	9/26/2005	05/05/06

Research-Based Programs

McGraw Hill Science Series
 Testtools
 Foss Kits

Professional Development

Professional Training will include workshops in each of the four cluster areas assessed on the FCAT Science Test, use of hands-on activities, and development of science fair projects.

Evaluation

This objective will be assessed by scores on the 2006 FCAT Science Test. A site developed posttest, in-house testing using textbook tests, teacher made tests, and supplementary materials will be used to monitor student progress, guide instruction and track progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Research has shown that parent involvement plays an important role in the academic achievement of students. During the 2004-2005 school year, 532 parents attended five school functions. Results of the School Climate Survey indicate that 15 percent of the parents did not attend any school functions during the 2004-2005 school year. This represents an increase of 5 percent over the 2003-2004 respondents.

Measurable Objective

Given opportunities to attend a variety of events throughout the school year, parents will maintain or improve their attendance at these events during the 2005-2006 school year as compared to the 532 parents who attended during the 2004-2005 school year as evidenced by sign-in sheets for each event.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parents to utilize all parent resources including school and District websites, school calendar, and newsletter.	Principal, Assistant Principal, Technology Mentor, Administrative Assistant	8/8/2005	05/19/06
Combine family functions with information meetings.	Principal, Assistant Principal, Reading Leader, Math/Science Leader	10/19/2005	05/19/06
Prepare PTA notices and workshop notices in English and Spanish.	Bilingual Chairperson	8/8/2005	05/19/06
Utilize an automated, bilingual phone message system to remind parents of important dates/meetings.	Principal, Assistant Principal, Bilingual Chairperson	8/22/2005	05/19/06
Conduct a volunteer recruitment/orientation workshop and appreciation breakfast.	Counselor	09/15/05	05/01/06
Conduct parent workshops on both the primary and intermediate levels.	Principal, Assistant Principal, Technology Mentor, Reading Coach, Math/Science Leader	8/23/2005	05/19/06

Research-Based Programs

The National PTA Standards for Parent and Family Involvement Programs

Professional Development

Conduct a workshop on implementing the National PTA Standards for Parent and Family Involvement Programs.

Evaluation

This objective will be evaluated by the analysis of the 2005-2006 attendance at school events conducted throughout the school year as evidenced by sign in sheets when compared with the 2004-2005 attendance.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 6 STATEMENT:

The 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 fashion. The 2002-2003 school suspension rate indicates that there were three children with outdoor suspensions and zero children with indoor suspensions.

Measurable Objective

Given a school-wide discipline plan, the number of students referred for indoor and outdoor suspensions will remain at a total of three or decline as evidenced by consecutive District reports on suspension rates.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in Aventura Marketing Council Student Connections program for at-risk students.	Counselor	9/12/2005	05/19/06
Conduct regular counseling sessions with at risk students.	Counselor	9/12/2005	05/19/06
Create a Professional Learning Community to improve classroom management skills using the Harry Wong Learning Tapes	Computer Teacher	8/5/2005	11/16/05
Conduct monthly Discipline Committee meetings to review SCAMS and other relevant data.	Assistant Principal, Counselor, Discipline Committee	10/17/2005	05/19/06
Implement a Student of the Month project that emphasizes character education.	Counselor, Assistant Principal, Teachers	9/06/2005	05/19/06

Research-Based Programs

Not Applicable

Professional Development

Conduct a series of four workshops based on the Harry Wong Tapes. Provide in-service training and assistance to allow greater opportunities for stakeholders to participate in the maintenance of school discipline. Attend Conflict Prevention and Peer Mediation Seminar.

Evaluation

This objective will be evaluated by the 2005 - 2006 District report on suspensions. Reports on misconduct will be monitored and reviewed on a monthly basis.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The results of the 2004 STaR School Survey indicate that teacher access to technology and teacher use of technology are at Stage 2. Professional Development and School Administrators, the two other components of the Educators & Technology category, are at Stage 3.

Measurable Objective

Given the opportunity to use technology for basic communication, for instructional purposes, and for management purposes, the levels of teacher use of technology and teacher access to technology will increase from Stage 2, Intermediate, on the 2004 STaR School Survey on Technology to Stage 3, Advanced, on the 2005-2006 STaR School Survey on Technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide on-site support throughout the school day.	Media Specialist, Technology Mentors	8/3/2005	05/19/06
Engage a full time computer teacher.	Principal	8/3/2005	05/26/06
Continue to participate in the Technology Mentor program.	Principal	8/8/2005	05/19/06
Ensure that every teacher has a working computer with management and instructional programs.	Principal, Media Specialist, Microsystems Technician, Technology Mentor	8/8/2005	05/19/06
Provide professional development opportunities in basic communication skills, instructional techniques, and management software.	Technology Mentors, Computer Teacher	8/3/2005	05/19/06

Research-Based Programs

Not Applicable

Professional Development

The professional development for this objective will include workshops provided by the District, Region and school on EduSoft, Testtools, Riverdeep, and Excelsior Gradebook. The Technology Mentor will offer a series of five workshops as part of the Enhancing Education through Technology program.

Evaluation

This objective will be evaluated by the results of the 2005 STaR School Survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<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

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness. Through participation in the physical education program, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness. The results of the 2004-2005 Physical Fitness evaluation indicated that 96 percent of the students were tested and 88 percent demonstrated mastery of the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards, the percent of students demonstrating mastery of the minimum health-related standards on the FITNESSGRAM test will increase by three percent from 88 percent on the 2004-2005 administration to 91 percent on the 2005-2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that all students receive instruction on nutrition and eating healthy.	Assistant Principal, Coaches, Teachers	08/08/05	05/26/06
Develop an action plan/pacer.	Coaches	08/08/05	05/19/06
Ensure that each class has the required minutes of physical fitness instruction each week.	Principal, Assistant Principal	08/08/05	05/26/06
Administer a FITNESSGRAM pre-test to determine baseline data.	Coaches	10/17/2005	05/19/06
Ensure that all components of the FITNESSGRAM test are taught.	Assistant Principal, Coaches	08/08/05	05/26/06

Research-Based Programs

Not Applicable

Professional Development

Participate in District and Region workshops related to the overall health and physical fitness of children.

Evaluation

This objective will be evaluated by the results of the 2005-2006 administration of the FITNESSGRAM test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

During the 2004- 2005 school year, the students participated in nine art activities (contests, exhibits) and six musical/dance performances at school and throughout the county. In addition the students attended two musical performances to enrich their appreciation of a 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 increase from 17 during the 2004-2005 school year to 20 during the 2005-2006 school year as evidenced by teacher logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recognize student participation and involvement in the school newsletter and on morning announcements.	Teachers, Media Specialist, Administrative Assistant	08/08/05	05/26/06
Provide opportunities for students to participate in community-wide events dedicated to the fine arts.	Principal, Assistant Principal, Teachers	08/08/05	05/19/06
Partner with parents to ensure the implementation of community-wide and extra curricular activities,	Principal, Assistant Principal, Teachers	08/08/05	05/05/06
Provide the human and material resources necessary to enable students to participate in fine arts related events.	Principal, Assistant Principal	08/08/05	05/19/06
Integrate technology into the curriculum to enhance the students' appreciation of music and art.	Music Teachers, Art Teachers, Computer Teacher	8/8/2005	05/16/06

Research-Based Programs

Not Applicable

Professional Development

Teachers in the fine arts department will participate in District and Region workshops to enhance their skills in delivering their curriculums.

Evaluation

This objective will be assessed by teacher logs of participation in art, dance and musical events throughout the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Ojus Elementary will rank at or above the 90th percentile statewide in the Rate of 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 2003, Ojus Elementary ranked at the 93rd percentile on the State of Florida Rate of Investment index.

Measurable Objective

Ojus Elementary will maintain or improve its ranking on the State of Florida Rate of Investment index publication at the 93rd percentile or higher on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the District on resource allocation.	Principal, Assistant Principal, EESAC Chairperson	08/08/05	05/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal, EESAC Chairperson	08/08/05	05/26/06
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/08/05	05/26/06
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Chair	08/08/05	05/26/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida Rate of Investment index publication, Ojus Elementary will maintain its 93rd percentile or make progress toward the 94th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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. The EESAC recommended a teacher to serve as Technology Mentor.

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 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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