

Miami-Dade County Public Schools

Robert Russa Moton Elementary School



2017-18 Schoolwide Improvement Plan

Robert Russa Moton Elementary School

18050 HOMESTEAD AVE, Perrine, FL 33157

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Robert Russa Moton Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Robert Russa Moton Elementary School is to increase student achievement, improve teacher practice and positively impact school culture through arts integrated learning. We are committed to working together to provide a stimulating learning environment where all students are engaged through creative lesson design using research-based strategies to enhance learning through inquiry, divergent thinking and creativity.

b. Provide the school's vision statement.

Robert Russa Moton Elementary School is a learning community committed to high academic standards enhanced by a focus on arts integration where all students are engaged through a holistic approach designed to promote the development of their hearts and minds.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Robert Russa Elementary School provides opportunity to explore and celebrate cultures through school-wide Arts Integration activities and participation in Hispanic Heritage and African-American History activities. Opportunities within the curriculum allows students to write and discuss a variety of cultures. Relationships between teachers and students are established by a management and motivation plan based on a Positive Behavior Support system. The plan capitalizes on positive interactions, expectations, rewards, consequences, and communication.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Robert Russa Moton Elementary School strives to create a safe and respectful climate in all interactions each day. Before school, security monitors and identified personnel are positioned in high traffic areas. Procedures and routines for morning line-up are established and understood by staff, faculty and students. Once teachers have received all students, multiple entrances are secured to minimize entry points to the school-site. A security monitored is positioned at the main entrance to direct visitors throughout the instructional day. Afterschool, areas in the school are designated based on the mode of transportation. At each location and throughout the hallways, personnel can be found helping students exit the building safely and quickly.

The School Counselor has implemented a Bully Box in the main office. The Bully Box is an anonymous method of reporting bullying behavior. The box is monitored by the school counselor and issues are addressed in a timely manner. It is our belief that students are dignified and strengthened by adult respect. Respect is demonstrated through cultivating positive beliefs. Faculty teaches students how to grow academically and personally. Teachers are encouraged to choose their words carefully. Corrective feedback is provided to foster student efforts. Programs such as PBS Rewards System, Student of the Month, and Do the Right Thing promote continuous positive interactions.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Robert Russa Moton our primary responsibility is to provide an environment that is positive, safe and conducive to maximizing student academic achievement. By implementing the M-DCPS Code of Student Conduct, which affords students the opportunity to correct behaviors that are barriers to success, we are able to offer such an environment to all students. R. R. Moton's School Wide Discipline Plan has been developed to help students and their parents understand the Code of Student Conduct, the consequences for the most common violations, and to minimize the need for outdoor suspension.

The system will:

- Increases the likelihood that desired behaviors will be repeated
- Focuses staff and student attention on desired behaviors
- Fosters a positive climate
- Reduces the need for engaging in time consuming disciplinary measures
- Supports efforts of school-wide system

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students' ability to learn depends not just on the quality of instructional delivery, but also on the comfort and safety they feel at school and the strength of their relationships with adults and peers. As a staff, we ensure some programs are in place in order to ensure the social-emotional needs of all students are being met.

- Conflict Resolution counseling
- Individual Counseling
- Group Counseling
- Parent meetings/conferences
- Teacher-student conferences
- 5000 Role Models
- Classroom Guidance sessions
- Career Day
- Pedestrian Safety Lessons
- School-wide Values Matter Activities
- Outside agency referrals
- Positive Behavior Support System - Jaguar Dollars, Jaguar Store, PBS Parties
- DO the Right Thing Program
- Student of the Month

As an extension of the Values Matter character development, the school also implements the NED Program. The school-wide character program promotes focus, persistence, kindness, shared learning, diligence and excellence.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

RR Moton Elementary School has adopted a five-step Early Warning System process to aid in the identification and monitoring of students who are at risk.

1. Success Coach holds parent conferences to review Attendance
2. Success Coach & iAttend Staff reviews and interprets data (Attendance Rates, Discipline Referrals, Academic Grades, Current Test Scores)
3. Assigns Interventions through Student Services
4. Monitors Interventions
5. Evaluates & Refines Interventions as needed

The steps help guide the team in making informed decisions on how to best support our at-risk students, as well as on how to continue to monitor their progress. Additionally, the EWS process, through the support and leadership of a Success Coach, will allow the team to examine the success of the interventions used, and to identify and analyze other possible systemic barriers, such as school culture or climate, that may relate to negative trends in attendance, behavior, or academic achievement.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	7	3	10	7	9	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	1	5	8	28	15	27	0	0	0	0	0	0	0	84
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	7	5	15	22	27	0	0	0	0	0	0	0	77

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- EWS Team Interventions
- Counseling/mentoring through the Alternative to Suspension Assignment
- Personalizing the learning environment and instructional process through differentiated instruction
- Parent/Teacher Conferences
- Reading Intervention/Enrichment
- Supplemental Technology Programs
- Extended Day Schedule which provides additional time for learning

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

- 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Robert Russa Moton Elementary School will engage parents and families through monthly PTA sponsored Student Activities and monthly Title I Parent Workshops.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Robert Russa Moton Elementary School works towards creating a welcoming environment for families by the utilizing the school-site parent resource center, hosting curriculum nights, and sending timely communication through the Blackboard Connect system. The school will host several workshop opportunities for the parents in collaboration with community resources and the district's parent academy to promote the success of students.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wright, Eric	Principal
Valenzuela, Sandra	Instructional Coach
Evans, Monica	Instructional Coach
Searles, Shonie	Teacher, K-12
Asberry, Tamatha	Teacher, K-12
Ventura, Mayra	Assistant Principal
Williams, Andrea	School Counselor
Davidson, Paula	Other
Ansoleaga, Rosa	Administrative Support
Herold, Mercedes	Teacher, ESE
Warren, Avice	SAC Member

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Eric Wright, Principal: Facilitator

Mayra Ventura, Assistant Principal: Facilitator

Andrea Williams, School Counselor: Provide Progress/Status on Students in Tier II and Tier III

Behavior/Academic and attendance information

Monica Evans, Reading Coach: Provide Current Reading Data and Report Information on Effectiveness of Strategies in Reading and Writing, reading interventions and related reading technology

Sandra Valenzuela, Math Coach: Provide Current Mathematics Data and Information on the Effectives of Strategies in Mathematics and related mathematics technology

Tamatha Asberry, Primary Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest

Shonie Searles, Intermediate Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest

Avice Warren, EESAC Chairperson: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest

Mercy Herold, SPED Teacher: Provide SPED Students' academic progress in reading, mathematics, writing and science through data and discuss accommodations which yield greatest academic success

Rosa Ansoleaga, Lead Magnet Teacher: Provide documentation regarding the impact or direct correlation to arts integration to students identified as Tier II and Tier III.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Team implements the SIP by identifying evidence from the implementation of the identified strategies, and by monitoring the effectiveness of these strategies through data analysis. The MTSS Team and SIP structures address the effectiveness of core instruction through the implementation of district pacing guides, the core series, adherence to instructional frameworks, and the use of differentiated instruction based on the grade level standards within the curriculum. Resources of allocation are managed through the administration in the form of hourly teachers, interventionist, security personnel, and instructional resources to support needs in both academics and behavior. Teacher support systems are established through mentoring, common planning, professional learning communities, professional development opportunities, the support from fully released instructional coaches and student services personnel. Small group and individual student needs are met through differentiated instruction, intervention and enrichment opportunities, supplemental technology programs, Functional Assessment of Behavior (FAB) Plans, and Behavior Intervention Plans (BIP). This process is monitored as outlined by the MTSS/Rtl Team due to the structure of the roles and responsibilities and administrative fidelity checks.

Title I, Part A

Services are provided to learners who need additional assistance through in-school and after school programs. The school ensures that teachers are provided opportunities to attend professional development on a school and district level. Curriculum coaches will continue to develop, support, and evaluate school core content standards/programs. They will also continue to identify patterns of need while working with personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening that provide early intervention to learners who are "at-risk", assist in the

design and implementation of progress monitoring, data collection, & data analysis, participate in the creation and delivery of professional development and provide support for assessment and implementation monitoring.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant learners by providing funds to implement reading and supplementary education materials.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents and the community. The school is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison will provide training for the school registrar on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Robert Russa Moton will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Robert Russa Moton Elementary School implements a character education program, an anonymous bullying reporting box, and fosters an environment that advocates making decisions that have a positive outcome.

Nutrition Programs

- 1) Robert Russa Moton Elementary School adheres to and implements the nutrition requirements stated in the District's Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Robert Russa Moton has been awarded a grant from the Alliance for a Healthier Generation to promote exercise and healthy eating for its learners and staff.

Career and Technical Education

Robert Russa Moton Elementary School's students participate in an annual Career Day event that exposes students to a variety of career fields. Project-based assignments are implemented in the classrooms so that students can further explore careers.

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which

integrates education, medical and/or social and human services on school grounds. HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Robert Russa Moton is a recipient of the HeARTS and Minds federal grant. This grant will enhance learning by infusing the arts across the curriculum and provide professional development to both teachers and administrators. The project's goal is to evaluate and disseminate an effective and replicable standards-based, arts integration program that enhances instructional practice and improves student achievement. Robert Russa Moton Elementary School is the proud recipient of the 21st Century Community Learning Centers Grant. The grant supports students in meeting state standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic program; and offers literacy and other educational services to the families of participating children.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eric Wright	Principal
Jodie Albuck	Teacher
Rajshree Morley	Business/Community
Linda Obermeier	Teacher
Mercy Herold	Teacher
Avice Warren	Teacher
Mayra Ventura	Student
Ayanna Spann	Teacher
Shonie Searles	Teacher
Tamatha Asberry	Teacher
Evelyn Gulley	Teacher
Chanavia Dean	Student
Patrick Robinson	Student
Jenay Love	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council had multiple opportunities to review the school improvement plan, address concerns and recommend suggestions. Throughout the school year the School Improvement Plan served as an agenda item. Updates were provided each meeting regarding student progress from respective instructional coaches. Formative assessment results were reported as they became available.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) Committee will review the School Improvement Plan and provide input to promote student achievement during regularly scheduled EESAC meetings. The grade level representation will disseminate the information to increase school-wide collaboration and implementation.

c. Preparation of the school's annual budget and plan

The preparation of the annual budget and plan will be guided through the school improvement plan. Monies allocated to instructional resources and student incentives. The EESAC will work with the school treasurer to meet the guidelines of Internal Funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The EESAC is currently projecting the school improvement funds for student incentives as a carry over from the 2016-2017 school year. Remaining funds will support the strategies outlined in the school improvement plan and teacher supplies.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

In an effort to create a council that has an appropriate balanced number of teachers, education support employees, students, parents, and other business and community citizens efforts will be made to recruit through the school's website and other marketing tools.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wright, Eric	Principal
Evans, Monica	Instructional Coach
Valenzuela, Sandra	Instructional Coach
Searles, Shonie	Teacher, K-12
Asberry, Tamatha	Teacher, PreK
Ventura, Mayra	Assistant Principal
Ansoleaga, Rosa	Administrative Support
Herold, Mercedes	Teacher, ESE
Williams, Andrea	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy through a variety of quarterly activities and educational opportunities. The school's LLT meets quarterly to coordinate and schedule school-wide literacy activities. The team is headed by the school's Administrators in conjunction with the school's Reading Coach. The team

works closely with both the PTA and the Title I program, in order to involve and engage parents in all events.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

At Robert Russa Moton Elementary School the teachers are organized by grade level and meet twice a week with instructional coaches to plan for both whole group instruction and differentiated instruction. Data is disaggregated and analyzed to present tiered lessons to students in both reading and mathematics. Teachers are offered professional development opportunities through workshops, professional learning communities, and peer observation. Teachers take ownership for student learning. Teachers are afforded the opportunity to participate in shared decision making during Leadership Meetings, EESAC, common planning and a variety of school-site forums. Instructional personnel (Lead Teacher and Instructional Coaches) have a voice in hiring and selecting leadership roles at the school-site by participating in interviews when possible.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The administration has partnered with local colleges/universities to receive prospective teachers to complete pre-service hours with highly qualified classroom teachers. The administration supports teachers by providing guidance in educational shifts and collaborative structures. Teachers are provided common planning to participate in preparing for the delivery of effective instruction, professional collaboration and collegial support. Administrators provide information regarding opportunities for professional development through training, grant opportunities and/or availability of educational resources. The staff is equipped with a MINT certified teacher that serves as a resource to new and beginning teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Support is provided to the teacher by the mint certified teacher, the grade level chairperson and instructional coaches . The mint certified teacher has a commitment to professional learning evidenced by frequent participation in PD and application. The mentoring teacher will engage in modeling best practices support in classroom procedures and planning with the mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Robert Russa Moton Elementary School utilizes resources that are research-based and approved by the district. Common planning sessions are designed to unwrap the Florida Standards(MAFS/LAFS) and NGSS (Science) in conjunction with the Item Specifications for Reading, Mathematics and Science. Teachers also provide opportunities for students to practice acceptable response mechanisms to promote understanding.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Robert Russa Moton Elementary School disaggregates formative assessments to identify strengths and deficiencies in student learning. From the data analysis lessons are designed, implemented and evaluated. Lessons and strategies are monitored to determine the impact of the strategies on student learning. The school has adopted the gradual release model across all subject areas and instructional frameworks that employ whole group instruction paired with differentiated instruction. Differentiation appears in various formats, such as teacher led centers, supplemental technology programs and intervention/enrichment groups. For example, following the topic assessment in mathematics, the teacher will engage students in bellringers and small group instruction to remediate math skills and reteach mathematical concepts.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Our Extended Day Program provides an extra hour every day of the week for a total of 180 days of school. The time is allocated to lengthen interventions in reading through Foundational Skill resources or Standards Based resources. Teachers meet weekly to collaborate and plan for strategic instructional delivery.

Strategy Rationale

By providing extra time for reading intervention or enrichment, students will receive lessons designed to promote student growth. In addition, teacher collaboration will produce cohesive effective lessons that target the standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wright, Eric, pr3541@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Effectiveness of the Extended Day Program is monitored through iReady Diagnostic Assessments, Student Grades, in-program formative assessments and the Spring Administration of the Florida Standards Assessment and SAT-10. Effectiveness of the strategy will be determined by ongoing student data results.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists the school by providing supplemental funds. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Robert Russa Moton Elementary School will establish or expand the “Welcome to Kindergarten” program to build partnerships with local early education programs, as well as with our local MDCPS Primary Learning Center. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of learners at the school. The liaison also coordinates a visitation day for Pre-K students in surrounding establishments come to the school and take a tour. Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on learner performance, effective instructional methods, and developmental expectations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we focus our efforts on strengthening our academic programs, enhancing our school culture, implementing a sound Professional Development plan, and fostering school leadership, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we focus our efforts on strengthening our academic programs, enhancing our school culture, implementing a sound Professional Development plan, and fostering school leadership, then student achievement will improve. **1a**

G096759

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	
Math Lowest 25% Gains	
ELA/Reading Gains	
Math Gains	

Targeted Barriers to Achieving the Goal **3**

- Teachers and students use the substitution and augmentation levels of the SAMR model for lesson delivery and academic learning.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instructional materials including Technological Tools (i.e. Promethean Boards, Tablets, Web-Based Intervention Programs) and WiFi Access
- Professional Development opportunities offered through ETO and District Offices on the integration of Technology
- Human Resources (Instructional Coaches, School Administration, and other Support Personnel)
- Thinkgate Data (GD2) Reports
- Common Planning Framework
- Daily Learning Targets, Pacing Guides, Item Specifications
- Core Curriculum Programs (i.e. McGraw Hill Wonders, Go Math, Scott Foresman Science)
- Power BI Data Platform, iReady Data, Student Performance Indicators, File Download Manager
- Technology Applications (Nearpod, Plickers, Quiz-It, Zip Graders, ect...)

Plan to Monitor Progress Toward G1. **8**

Intervention OPM Data, iReady Data Reports, Unit or Topic Assessment Data, and In Class Formative Assessments

Person Responsible

Eric Wright

Schedule

Biweekly, from 9/14/2017 to 6/7/2018

Evidence of Completion

iReady Reports, G2D Data Reports, Power BI Data Dashboard, Google Drive School Based Data Tracking System

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If we focus our efforts on strengthening our academic programs, enhancing our school culture, implementing a sound Professional Development plan, and fostering school leadership, then student achievement will improve. **1**

 G096759

G1.B1 Teachers and students use the substitution and augmentation levels of the SAMR model for lesson delivery and academic learning. **2**

 B260268

G1.B1.S1 Provide support and follow up through scheduled job-embedded professional development, and side by side coaching, focused on the use of technology at the modification level as outlined on the SAMR model, in order to increase the engagement of all students according to their needs. **4**

 S275700

Strategy Rationale

Increasing the opportunities for academic growth.

Action Step 1 **5**

Provide professional development on the implementation of an effective lesson using the SAMR model and focusing on student engagement.

Person Responsible

Mayra Ventura

Schedule

On 12/22/2017

Evidence of Completion

Faculty Meeting Agenda, Sign-in Sheets, P.D. Handouts

Action Step 2 **5**

Facilitate common planning, in all content areas, aligned to the expectations set during professional development. Provide opportunities for teachers to practice/model effective lesson delivery using the SAMR model during common planning.

Person Responsible

Mayra Ventura

Schedule

Weekly, from 9/14/2017 to 6/1/2018

Evidence of Completion

Common Planning Agendas, Sign In Sheets

Action Step 3 5

Monitor the implementation of effective lesson delivery in all classrooms.

Person Responsible

Mayra Ventura

Schedule

Weekly, from 9/14/2017 to 6/1/2018

Evidence of Completion

Teacher Observation Forms

Action Step 4 5

Conduct coaching cycles, model different components of the instructional framework, using the SAMR model, as based on teacher need.

Person Responsible

Mayra Ventura

Schedule

On 6/1/2018

Evidence of Completion

Coaching Logs, Coaching Reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The school Administrative Team will participate in common planning sessions, and lead faculty meetings, where dissemination of best practices will take place.

Person Responsible

Eric Wright

Schedule

Weekly, from 9/14/2017 to 6/1/2018

Evidence of Completion

Common Planning Agendas, Sign In Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will conduct classroom walk-throughs and formal observations of teaching practices..

Person Responsible

Eric Wright

Schedule

Weekly, from 9/14/2017 to 6/7/2018

Evidence of Completion

Observation Notes, Minutes from Leadership Team Meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A370438	Provide professional development on the implementation of an effective lesson using the SAMR model...	Ventura, Mayra	10/2/2017	Faculty Meeting Agenda, Sign-in Sheets, P.D. Handouts	12/22/2017 one-time
G1.B1.S1.MA1 M398820	The school Administrative Team will participate in common planning sessions, and lead faculty...	Wright, Eric	9/14/2017	Common Planning Agendas, Sign In Sheets	6/1/2018 weekly
G1.B1.S1.A2 A370439	Facilitate common planning, in all content areas, aligned to the expectations set during...	Ventura, Mayra	9/14/2017	Common Planning Agendas, Sign In Sheets	6/1/2018 weekly
G1.B1.S1.A3 A370440	Monitor the implementation of effective lesson delivery in all classrooms.	Ventura, Mayra	9/14/2017	Teacher Observation Forms	6/1/2018 weekly
G1.B1.S1.A4 A370441	Conduct coaching cycles, model different components of the instructional framework, using the SAMR...	Ventura, Mayra	9/14/2017	Coaching Logs, Coaching Reflections	6/1/2018 one-time
G1.MA1 M398823	Intervention OPM Data, iReady Data Reports, Unit or Topic Assessment Data, and In Class Formative...	Wright, Eric	9/14/2017	iReady Reports, G2D Data Reports, Power BI Data Dashboard, Google Drive School Based Data Tracking System	6/7/2018 biweekly
G1.B1.S1.MA1 M398819	The Administrative Team will conduct classroom walk-throughs and formal observations of teaching...	Wright, Eric	9/14/2017	Observation Notes, Minutes from Leadership Team Meetings	6/7/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we focus our efforts on strengthening our academic programs, enhancing our school culture, implementing a sound Professional Development plan, and fostering school leadership, then student achievement will improve.

G1.B1 Teachers and students use the substitution and augmentation levels of the SAMR model for lesson delivery and academic learning.

G1.B1.S1 Provide support and follow up through scheduled job-embedded professional development, and side by side coaching, focused on the use of technology at the modification level as outlined on the SAMR model, in order to increase the engagement of all students according to their needs.

PD Opportunity 1

Provide professional development on the implementation of an effective lesson using the SAMR model and focusing on student engagement.

Facilitator

Ms. Monica Evans, ETO Reading CSS, Ms. Sandra Valenzuela, ETO Math CSS

Participants

All Content Teachers

Schedule

On 12/22/2017

PD Opportunity 2

Facilitate common planning, in all content areas, aligned to the expectations set during professional development. Provide opportunities for teachers to practice/model effective lesson delivery using the SAMR model during common planning.

Facilitator

Ms. Monica Evans, Ms. Sandra Valenzuela, Dr. Mayra Ventura

Participants

All Content Teachers

Schedule

Weekly, from 9/14/2017 to 6/1/2018

PD Opportunity 3

Conduct coaching cycles, model different components of the instructional framework, using the SAMR model, as based on teacher need.

Facilitator

Ms. Monica Evans, Ms. Sandra Valenzuela

Participants

Specific Content Teachers

Schedule

On 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide professional development on the implementation of an effective lesson using the SAMR model and focusing on student engagement.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$200.00
			<i>Notes: Internal Funds</i>			
2	G1.B1.S1.A2	Facilitate common planning, in all content areas, aligned to the expectations set during professional development. Provide opportunities for teachers to practice/model effective lesson delivery using the SAMR model during common planning.				\$0.00
3	G1.B1.S1.A3	Monitor the implementation of effective lesson delivery in all classrooms.				\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles, model different components of the instructional framework, using the SAMR model, as based on teacher need.				\$0.00
					Total:	\$200.00