Miami-Dade County Public Schools

Robert Russa Moton Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Robert Russa Moton Elementary School

18050 HOMESTEAD AVE, Perrine, FL 33157

http://rrmoton.dadeschools.net/

Demographics

Principal: Sarah Fa IR R

Start Date for this Principal: 6/20/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (53%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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 rigorous teaching and learning. We are committed to working together in order to provide every student with a positive stimulating learning environment where each learner is actively engaged, and every educator extends opportunities for positive social emotional growth, as well as learning experiences that are anchored on research-based strategies, STEAM exploration, and divergent thinking.

Provide the school's vision statement.

Robert Russa Moton Elementary School envisions a learning community that is committed to high academic standards, devoted to the nurturing of each child's potential, and dedicated to the development of lifelong learners that demonstrate the knowledge, skills, and values required to be a successful and productive global citizen.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Wright, Eric	Principal	Provide leadership in developing, implementing and supporting school-wide efforts aligned with our school's vision and mission. Establishing a positive school culture and addressing students' academic and social-emotional needs.
Ventura, Mayra	Assistant Principal	Assist the Principal in providing leadership that develops and supports school-wide efforts aligned with our school's vision and mission. Establishes a positive school culture and addresses students' academic and social-emotional needs.
Delgado, Vanessa	Reading Coach	Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Reid, Annie	Math Coach	Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Tidwell, Angela	Teacher, K-12	Instructs students, using various teaching methods, including lectures and demonstrations. Prepares course objectives and outline for course of study following curriculum guidelines. Assigns lessons; assesses student's progress and differentiates activities as needed.

Demographic Information

Principal start date
Monday 6/20/2011, Sarah Fa IR R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school
207

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	39	44	51	23	41	0	0	0	0	0	0	0	207
Attendance below 90 percent	3	22	22	33	16	26	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	11	11	8	3	0	0	0	0	0	0	0	37
Course failure in Math	0	5	5	12	4	9	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	13	28	38	10	24	0	0	0	0	0	0	0	114

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	8	17	8	12	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	2	10	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	39	55	52	38	49	43	0	0	0	0	0	0	0	276
Attendance below 90 percent	17	27	28	25	27	19	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	7	13	4	4	0	0	0	0	0	0	0	42
Course failure in Math	0	9	10	6	11	8	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	13	11	15	13	17	0	0	0	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	2	10	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	3	4	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	62%	57%	36%	62%	56%
ELA Learning Gains				49%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	75%	59%	48%
Math Achievement				28%	69%	63%	45%	69%	62%
Math Learning Gains				46%	66%	62%	67%	64%	59%
Math Lowest 25th Percentile				50%	55%	51%	52%	55%	47%
Science Achievement				29%	55%	53%	35%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	60%	-33%	58%	-31%
Cohort Comparison						
04	2021					
	2019	25%	64%	-39%	58%	-33%
Cohort Comparison		-27%				
05	2021					
	2019	33%	60%	-27%	56%	-23%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	67%	-37%	62%	-32%
Cohort Comparison						
04	2021					
	2019	24%	69%	-45%	64%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-30%				
05	2021					
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	53%	-25%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade K-5: iReady AP1, AP2, AP3

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.2	26.2	31.8
	Economically Disadvantaged	18.2	26.2	31.8
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.2	16.7	22.7
	Economically Disadvantaged	30.2	16.7	22.7
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.0	20.5	30.0
	Economically Disadvantaged	15.0	20.5	30.0
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.0	17.5	33.3
	Economically Disadvantaged	15.0	17.5	33.3
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.4	25.0	50.0
	Economically Disadvantaged	9.4	25.0	50.0
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3.2	3.2	8.3
	Economically Disadvantaged	3.2	3.2	8.3
	Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.3	9.5	17.1
	Economically Disadvantaged	14.3	9.5	17.1
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.7	22.0	19.5
	Economically Disadvantaged	7.7	22.0	19.5
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.3	5.7	36.8
	Economically Disadvantaged	10.3	5.7	36.8
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.7	26.5	38.5
	Economically Disadvantaged	7.7	26.5	38.5
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		15.0	
	Economically Disadvantaged		15.0	
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		64		4	9						
BLK	16	38		10	14		15				
FRL	17	39	70	12	18	10	16				
	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	3	36	54	10	46	45					
BLK	29	52	70	27	46	54	28				
HSP	36			36							
FRL	29	49	63	28	47	52	29				
	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	55	67	17	50	36					
BLK	36	62	74	44	67	52	37				
FRL	36	63	75	45	67	52	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	182
Total Components for the Federal Index	7
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2019 data findings reflect that the school to district comparison shows a widening in the Achievement Gap between 3rd and 5th grade in both ELA and Mathematics. All ELA Subgroups decreased by an average of at least 10 percentage points. All ELA Subgroups Learning Gains decreased by an average of at least 15 percentage points. All ELA Subgroups Learning Gains L25 decreased by an average of at least 11 percentage points.
All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels.
The Achievement levels in the Science subgroups decreased by an average of at least 8 percentage points.

The 2021 data findings reflect a decrease in the area of proficiency for students in grades 3 - 5 in both ELA and Mathematics. Specifically, ELA proficiency dropped a total of 12 percentage points (29% to 17%). Mathematics proficiency dropped a total of 16 percentage points (28% to 12%). ELA Learning Gains dropped a total of 10 percentage points from 39% to 29%. Mathematics Learning Gains dropped 28 percentage points from 46% to 18%. Students scoring in the Lowest 25 percentile in the area of Mathematics, suffered a loss of 40 percentage points (50% to 10%). However, students identified as part of the Lowest 25 percent in Reading, gained a total of 6 percentage points in raising that score from 64% to 70%. Finally, students testing in the area of Science suffered a loss of 13 percentage points dropping proficiency levels from 29% to 16%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Both the 2019 and 2021 data findings reflect a decrease and great need for improvement in the Learning Gains for the majority of our ELA & Math Subgroups. Specifically, 2019 data shows that In the area of ELA, students with Free and Reduced lunch decreased by 14 percentage points, black students decreased by 10 percentage points and SWD students decreased by 19 percentage points. In the area of Mathematics, students with Free and Reduced lunch decreased by 20 percentage points, black students decreased by 21 percentage points and SWD students decreased by 4 percentage points. Our 2021 data shows that ELA Learning Gains dropped a total of 10 percentage points from 39% to 29%. Mathematics Learning Gains dropped 28 percentage points from 46% to 18%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The 2019 data findings reflect the need for stronger remediation practices as well as the need for the consistent monitoring of intervention/differentiated instruction in both ELA and Mathematics. The

latter were factors that contributed to the decrease in our 2019 data.

The following actions will need take place in order to address the stated deficiencies:
-Establish, maintain, and monitor on a weekly basis a schoolwide online folder or notebook system to support more effective monitoring of student data & artifacts
-Develop and include a pre-populated OPM chart for students to log and track their progress during Reading Intervention, Reading D.I., and Math D.I.
-Maintain and monitor weekly checks, a live and fluid online data platform for the sharing & monitoring of Intervention Data, Bi-weekly Reading Assessment Data, and Mathematics Topic Assessments
-Establish a school-wide student-owned data tracking folder system.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2020-2021, when comparing iReady progress monitoring data, an increase of 21% points is seen in the number of students that demonstrated proficiency in Grade 3 ELA, an increase of 3% points in Grade 4 ELA, and an increase of 15% points in Grade 5 Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 2019 data findings reflect that the establishment and implementation of a strong school-wide Instructional Framework, along with the showcasing of best practices, contributed to the increase in our progress monitoring data. The following actions took place in order to support the aforementioned factors:

-Maintained a schoolwide folder system via MS Teams to support more effective monitoring of student data & artifacts
-Created a 3-way-wheel Master Schedule to maximize highly effective teaching practices
-Identified Model Classrooms through walk-throughs using a rubric, for others to visit
-Maintained the schoolwide use of Common Board Configuration

What strategies will need to be implemented in order to accelerate learning?

Data-Driven On Grade Level Instruction, Quarterly Data Chats, Differentiated Instruction, Instructional Frameworks, Extended Learning Opportunities, Standards-Based Collaborative Planning, Reading Intervention - RTI, Explicit Instruction, Purposeful Classroom Walkthroughs, On-Going Progress Monitoring, Immediate Feedback, Data Trackers, intentional Learning Walks, Spotlight on Teachers or Model Classrooms, 3 Way Wheel Schedules, Student Folder System, Student-Teacher Data Chats

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions, as well as job-embedded sessions, on the use of data to differentiate instruction (September 2021), the alignment of resources to small group instruction (September 2021), the implementation of the Horizons Intervention Program (August 2021), and on tackling OPM data for the realignment of instruction (October 2021). Coaching Cycles, or Coach-Teacher-Collaboration sessions, will also be implemented individually with teachers to support specific needs as based on the Framework of Effective Instruction (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled on a weekly basis for every grade level, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide. Extended Learning opportunities will be provided with before and after school tutoring opportunities, as well as Saturday Academy, Spring Break Academy, and STEM based projects.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Focus in the area of Differentiation was identified as a critical need based on the analysis of our 2021 FSA data. According to results from the 2021 FSA Assessments, only 17% of the Gr 3-5 students attained a level of proficiency in Reading and 12% in Math. If we successfully focus in the area of "Differentiation", then teachers will identify and address the needs of learners by presenting concepts at different levels of complexity, and provide a range of differentiated activities that support and remediate the Core Instruction.
Measurable Outcome:	Through the successful implementation of Differentiation, our Gr 3 -5 students will demonstrate an increase of a minimum of 10 percentage points in Learning Gains as evidenced by the 2022 State Assessments.
Monitoring:	The School Leadership Team will conduct spot-checks of student class notebooks/red folders during classroom walk-throughs. School Administrators will attend Collaborative Planning Sessions to monitor the effective planning of differentiated lessons that are aligned to the Core Instruction.
Person responsible for monitoring outcome:	Eric Wright (pr3541@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Remediation. Data-Driven Remediation will assist in accelerating the learning gains of all students through an explicit approach to instruction that meets the students' needs. Data-Driven Remediation will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data Driven Remediation will provide teachers the opportunity to tailor lessons targeting specific deficiencies aligned to specific student needs. Teachers will be able to differentiate content, process, products or the learning environment based on individual student data.

Action Steps to Implement

08/23 - 10/11 Establish an ELA & Mathematics D.I. folder system for Grades K-5, that includes curriculum resources, as well as student artifacts and student data within the first four weeks of school.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

08/23 - 10/11 Transformation Coaches will assist teachers on the implementation of effective D.I. strategies through Coach-Teacher-Collaboration sessions that will be scheduled during the first nine weeks.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

08/23 - 10/11 Ensure effectiveness of Reading & Math D.I., as well as the fluid grouping of students, through the bi-weekly analysis of MGH Progress Monitoring data and bi-weekly Topic Assessment data.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

08/23 - 10/11 Monitor the consistent implementation of Math D.I., as a means for the remediation of primary standards, through weekly classroom walkthroughs and bi-weekly DI Folder checks.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

11/01 - 12/17 - Collaborative Planning in Math will shift focus to the use of explicit instruction strategies, such as the Gradual Release Model, and the provision of timely corrective feedback from the teacher to the students as evidenced by meeting agendas and teacher lesson plans.

Person Responsible
Annie Reid (268351@dadeschools.net)

11/01 - 12/17 - Collaborative Panning in Reading will shift focus to the alignment of resources for DI based on McGraw Hill Bi Weekly Data and using the iReady Teacher Toolbox as a primary source, along with Teacher Assigned Lesson as a resource for student progress monitoring.

Person Responsible
Vanessa Delgado (311082@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Focus in the area of Small Group Instruction was identified as a critical need based on the analysis of our 2021 FSA data. According to results from the 2021 FSA Assessments, only 39% of the Gr 3-5 students made learning gains in the area of ELA. If we successfully focus in the area of Small Group Reading Intervention, then teachers will be able to provide instruction based on students' learning needs and help improve their learning gains.
Measurable Outcome:	Through the successful implementation of Small Group Reading Intervention, our Gr 3 -5 students will demonstrate an increase of a minimum of 10 percentage points in Learning Gains as evidenced by the 2022 State Assessments.
Monitoring:	The School Leadership Team will conduct spot-checks of student class notebooks/yellow folders during classroom walk-throughs. School Administrators will attend Collaborative Planning Sessions on a weekly basis.
Person responsible for monitoring outcome:	Eric Wright (pr3541@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of Tier 2 Reading Intervention. Small group Reading Intervention groups will assist in accelerating the learning gains of all students through an explicit approach to instruction that meets the students' needs. Intervention will be monitored through the use of data tracking in order to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy:	The small group Reading Intervention program will allow teachers to explicitly teach a phonics curriculum that helps students build a solid foundation in reading and spelling through both software and direct instruction, as well to identify and target the individual instructional needs of struggling readers.

Action Steps to Implement

08/23 - 10/11 Track Tier 2 Intervention Skill Checks and Chapter Tests on a bi weekly basis through the Horizons Reporting System.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

10/04 - 10/11 Conduct Teacher-Student Data Chats on a quarterly basis focused on the analysis of iReady, Core Subject Assessments, Intervention Data and Student Grades.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/03 - 10/11 Review and analyze all Tier 1 Core Subject Data on a bi-weekly basis during Leadership Team Meetings in order to identify areas for Coaching support.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/20 - 10/11 Monitor classroom iReady usage and passing rates on a weekly basis through the "iReady Wednesdays" initiative.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

11/08 - 11/19 Reading Coaches will turn key and provide training to teachers on Horizons data reporting systems through Collaborative Planning Sessions, and instruct teachers on the uploading of data reports to the school's Shared Data Folder.

Person Responsible   Vanessa Delgado (311082@dadeschools.net)

11/01 - 12/17 Administrators will use the Reading Horizons Observation and Coaching Checklist during weekly walkthroughs as a primary tool to provide feedback on instructional delivery, establishment of learning routines, and the effective use of the program's resources.

Person Responsible   Eric Wright (pr3541@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Focus on the area of Social Emotional Learning was identified as critical based on our data School Climate Survey and School Attendance data review. Through our data review, we learned that 56% of our students had 16 or more absences, and 26% of our students disliked coming to school. This targeted element was selected because in order to continue improving our Academic Programs, learners need to develop both self and social awareness and build relationships that will in turn lead to positive relationships and the desire to come to school.
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students will improve their social emotional competencies and this will contribute to improved student outcomes and improved attendance. With consistent student incentives, as well as effective SEL Practices, our average percent of students with 16 or more absences will decrease by at least 10 percentage points by June 2022.
Monitoring:	The Leadership Team will plan regular student incentives to promote consistent student attendance. The School Counselors will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The iAttend Attendance Interventionist and the Classroom Teachers will monitor their attendance and flag students as needed. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers, students, and parents. Teachers will lead students on goal setting based on the SEL Competencies, and lesson will be directly taught and planned for with the help of our Instructional Coaches.
Person responsible for monitoring outcome:	Andrea Williams (awilliams23@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of: Restorative Justice Practices. These practices will help teachers in a fun and innovative way in order to maintain their motivation and engagement .
Rationale for Evidence-based Strategy:	Restorative Justice Practices helps to strengthen students' connections to both teachers and fellow students, and to develop a positive sense of community based on clear expectations, fair consequences, and moral action.

Action Steps to Implement

08/23 - 10/11 Establish a strong individualized "Morning Greeting" routine for all students as they enter the school house and their respective classroom.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

10/04 - 10/11 Administer electronic Student Climate Survey to gauge and gather student input on school culture and climate on a quarterly basis. Results will be shared with stakeholders during EESAC Meetings and Faculty Meetings.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/06 - 10/11 Teachers who implement SEL and Restorative Justice Practices will be recognized as "Master Builders" and be gifted with a certificate that can be posted on their classroom door.

Person Responsible   Eric Wright (pr3541@dadeschools.net)

09/27 - 10/11 Teachers will conduct quarterly Student SEL Data Chats in order to assess the social emotional status of all students, and assist them in setting goals as needed.

Person Responsible   Eric Wright (pr3541@dadeschools.net)

11/17 - An online SEL Survey will be administered on a quarterly basis to Teachers so as to allow for self-reflection and self-improvement as professionals.

Person Responsible   Mayra Ventura (mventura@dadeschools.net)

11/01 - 12/17 Include an SEL segment in the school's Morning Announcements once a week to support classroom practices and introduce a new Restorative Justice Practice strategy.

Person Responsible   Mayra Ventura (mventura@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Focus on the area of Teacher Feedback was identified as critical based on our data School Climate Survey data review. Through our data review, we learned that only 18% of our teachers selected "providing feedback on instructional delivery" as a way our school administration sets high standards. Also we discovered that only 15% of the teachers selected "providing feedback on lesson planning" as an active practice being implemented by our school leaders. This targeted element was selected because Teacher Feedback is a powerful tool that can help improve instructional practices that will directly impact student learning.
Measurable Outcome:	Through the implementation of a consistent and coherent teacher feedback system, teachers will be able to improve individual instructional practices and become part of a growth-minded culture that supports teacher development.
Monitoring:	The School Leadership Team will conduct weekly classroom walkthroughs with a focus on a particular set of "look-fors". Immediate feedback will be provided to teachers after each visit.
Person responsible for monitoring outcome:	Eric Wright (pr3541@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategy of: Empower Teachers & Staff. This strategy will ensure that teachers receive the right support in order to grow as instructional innovators within the classroom.
Rationale for Evidence-based Strategy:	This specific strategy will promote effective practices, help set high expectations, and ensure that teachers obtain the training needed to develop higher levels of capability.

Action Steps to Implement

09/20 - 10/11 The School Leadership Team will create an online shared document for immediate walkthrough feedback using Microsoft Teams Class Notebook. The Feedback Notebook will be categorized as "Under Construction" or "Strong Foundation", and will focus on specified "Look Fors" aligned to the Framework of Effective Instruction.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

10/04 - 10/11 The School Leadership team will host quarterly Teacher-Admin Data Chats with a focus on Student Achievement, Teaching Practices, and Social Emotional Learning opportunities. Teacher Feedback Notebook Data will also be analyzed in order to determine patterns of performance. Teachers will be given opportunities to request support in areas they deem as in need of growth.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/06 - 10/11 Monthly Virtual Tours will be shared with the Faculty & Staff spotlighting Model Classrooms, Effective Teaching Practices, and/or Student Artifacts .

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/06 - 10/11 Teachers will be highlighted for best practices on a monthly basis and recognized as "Master Builders". They will be gifted with a certificate that can be posted on their classroom door.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

11/01 - 12/17 Teachers will continue to be highlighted for best practices on a monthly basis and recognized as "Master Builders". They will be gifted with a certificate that can be posted on their classroom door.

Person Responsible	Mayra Ventura (mventura@dadeschools.net)

11/01 - 12/17 The Feedback Notebook will be realigned in order to sub-categorize the feedback to specific domains/indicators from the Framework of Effective Instruction (FEI).

Person Responsible	Mayra Ventura (mventura@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Focus in the area of ELA was identified as critical based on the analysis of the results of our 2021 FSA and iReady Data. According to results from the 2021 FSA Assessments, only 17% of the Gr 3-5 students attained a level of proficiency in Reading. iReady 2021 Spring AP3 data reflected that 22% of Grade K students, 69% of Grade 1 students, and 70% of Grade 2 students were performing below grade level. If we successfully focus in the area of ELA, specifically the effective planning and delivery of Tier 1 Core Instruction, an increase in number of proficient students should be evident.
Measurable Outcome:	Through the successful implementation and monitoring of ELA Tier 1 Core Instruction, our Gr 3 -5 students will demonstrate an increase of a minimum of 10 percentage points in proficiency as evidenced by the 2022 State Assessments. Additionally, we will increase the percent of students in Gr K-2 who are performing on grade level by total of 10 percentage points in Grade K, 30 percentage points in Grade 1, and 30 percentage points in Grade 2.
Monitoring:	The area of focus will be monitored through weekly Leadership Team meetings. These will take place in order to debrief on targeted classroom observations/walk-throughs, review the CTC (Coach-Teacher-Collaboration) logs, and analyze Bi-Weekly/Topic Assessment data.
Person responsible for monitoring outcome:	Eric Wright (pr3541@dadeschools.net)
Evidence-based Strategy:	Within the targeted focus area of ELA, our school will implement the evidence-based strategy of Standards-Based Collaborative Planning. Standards Based Collaborative Planning brings Teachers and Coaches together to learn from each other, collaborate and align instructional strategies to the students' needs. These collaborations will result in improved lesson quality, instructional effectiveness, and an increase in overall student achievement.
Rationale for Evidence-based Strategy:	Standards Based Collaborative Planning will provide opportunities for the creation of rigorous lessons and the selection of high yield strategies that will propel student thinking and learning to a higher more complex level.

Action Steps to Implement

08/23 - 10/11 Teachers will participate in collaborative planning sessions with a focus on standards aligned instruction, the use of data to drive the selection of strategies/practices, and the delivery of lessons using explicit instruction.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

08/23 - 10/11 All Teachers will use a Common Board Configuration reflecting the posting of the Daily Learning Target (DLT) and the Daily End Product (DEP) to help guide the delivery of the lesson.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

08/30 - 10/11 The Leadership Team will ensure the effectiveness of Instructional Delivery through the bi-weekly analysis of MGH Reading Progress Monitoring data and bi-weekly Mathematics Topic Assessment data.

Person Responsible	Eric Wright (pr3541@dadeschools.net)

09/01 - 10/11 A shared online Lesson Plan template will be maintained on a weekly basis, where both Coaches and Teachers can collaborate on the creation of activities, selection of strategies, and alignment of assessments that target the assigned standards.

Person Responsible Eric Wright (pr3541@dadeschools.net)

11/01 - 12/17 Collaborative planning sessions will focus on the activities and questioning techniques that will take place during the implementation of the Gradual Release Model of explicit instruction.

Person Responsible Vanessa Delgado (311082@dadeschools.net)

11/01 - 12/17 Coaching support in Grades 3-5 will be given through C-T-C's on the consistent implementation of the Gradual Release Model during standard aligned Tier 1 instruction utilizing the Reading/Writing Companion as a focal resource.

Person Responsible Vanessa Delgado (311082@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Currently, Robert Russa Moton Elementary School, when compared to all other elementary schools across the State of Florida, falls into the low category when it comes to student indecent reporting. During the upcoming year, the school will continue to monitor student behavior using the school's classroom referral reports, and will continue to implement a Positive Behavior Support system school-wide.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in the areas of fostering an Engaging Learning Environment and providing Clearly Defined Expectations. Our school celebrates success of students and staff through quarterly Honor Roll assemblies, Spotlight on Student Achievement during Morning Announcements, and

Teacher Spotlight of Innovative Practices during Faculty Meetings. Our school encourages School Pride by selecting our Jaguars of the Month based on the Values Matter campaign. Teachers and Staff model and nurture attitudes that emphasize the benefits of learning, as well ensuring the wellness of students, through Student-Teacher Data Chats and targeted Small Group Counseling. Students in the L25 range are supported through mentorship programs. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through quarterly online surveys. We also create positive rules that support healthy interactions through our school based PBS program.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to coordinate and oversee all of the school's academic programs, as well as cultural initiatives. The Assistant Principal will assist the Principal in monitoring the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00