

Robert Russa Moton Elementary School

18050 HOMESTEAD AVE, Perrine, FL 33157

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	D

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 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.

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.

School Environment

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 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 that was created by the teacher. The plan capitalizes on positive interactions, expectations, rewards, consequences, and communication. The school has established a mentor program "Champions" inspired by Rita Pierson. The goal of the mentorship is to promote academics, attendance and positive behavior.

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 Student of the Month, Do the Right Thing and the 5000 Role Models promote continuous positive interactions.

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 both 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

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 their textbooks and teachers, 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
- Mentoring program for girls in 3rd-5th grade-SPARK
- 5000 Role Models
- Classroom Guidance sessions
- Career Day
- Pedestrian Safety Lessons
- School wide character education assemblies-NED
- Outside agency referrals
- Positive Behavior System-Jaguar Store
- DO the Right Thing Program
- Students of the Month

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	12	4	11	2	2	44
One or more suspensions	2	0	0	5	5	2	14
Course failure in ELA or Math	3	4	8	6	0	2	23
Level 1 on statewide assessment	0	2	3	19	9	13	46

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	
Students exhibiting two or more indicators	3	4	4	19	9	2	41

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

- Attendance Review Committee interventions
- Counseling/mentoring
- Personalizing the learning environment and instructional process through differentiated instruction
- Parent/Teacher Conferences
- Reading Intervention/Enrichment
- Supplemental Technology Programs
- Saturday Tutoring opportunities for grades 3-5 beginning in February 2015
- Extended Day to provide additional time for learning

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193190>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 utilization of a school-site parent resource center, curriculum nights and timely communication regarding student progress. The community involvement specialist 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 and family.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Wright, Eric	Principal
Hughes, Shauana	Assistant Principal
Valenzuela, Sandra	Instructional Coach
Evans, Monica	Instructional Coach
Bermudez, Ana	Teacher, K-12
Searles, Shonie	Teacher, K-12
Bernard, Mona	Teacher, K-12
Rappaport, Maria	Instructional Media
Asberry, Tamatha	Teacher, K-12
Kaplan, Rae	Teacher, K-12
Albuck, Jodie	Teacher, K-12
Rodriguez, Rina	Guidance Counselor

Duties

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

- Eric Wright, Principal: Facilitator
- Shauana L. Hughes, Assistant Principal: Facilitator
- Rina Rodriguez, 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
- Maria Rappaport, Media Specialist: Discuss and provide information on student progress on Accelerated Reader and media center circulation
- Rae Kaplan, Primary Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest
- Mona Bernard, EESAC Chairperson/ Intermediate Classroom Teacher: Provide input to the process and decisions made based on their experience, current assignment and parental/community interest
- Sharon Ware, 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.

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 ensuring that evidence is produced from the strategies and monitoring the effectiveness of strategies through data. The MTSS Team and SIP structures address the effectiveness of core instruction through the utilization of using district pacing guides, the core series, adherence to instructional blocks and 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, incentives tied to attendance and behavior, teacher materials and instructional resources to support needs in the area of academics and behavior. Teacher support systems are established through mentoring, common planning, professional learning communities, professional development opportunities, fully released instructional coaches and student services personnel. Small group and individual student needs are met through differentiated instruction, intervention and enrichment structure, supplemental technology programs, Functional Assessment of Behavior (FAB) Plans, and Behavior Intervention Plans (BIP). This process is monitored as outlined by the MTSS/RtI 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, lead, 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. The school-based, Title I funded Community Involvement Specialist (CIS) will serve as the bridge between the home and school through home visits, telephone calls, school-site and community parenting activities.

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, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Robert Russa Moton Elementary School will initiate the Fresh Fruits and Vegetables Program to provide a variety of fresh fruits and/or vegetables to its learners on a weekly basis.

5) 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 a Career Day event annually that exposes students to a variety of career fields. Project-based assignments are assigned to students to help them explore careers.

Other

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. HCiOS 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 enhance, document, 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eric Wright	Principal
Maria Rappaport	Education Support Employee
Rae Kaplan	Teacher
Jodie Albuck	Teacher
Mona Bernard	Teacher
Rajshree Morley	Business/Community
Linda Obermeier	Teacher
Chloe Williams	Student
Norma Selva	Parent
Rosa Ansoleaga	Teacher
Sandra Valenzuela	Teacher
Deborah Griffin	Education Support Employee
Janet Williams	Parent

Duties

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

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.

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.

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.

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 library books in the amount of \$552.12 as a carry over from the 2012-2013 school year. Remaining funds will support the strategies outlined in the school improvement plan and teacher supplies.

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

No

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.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wright, Eric	Principal
Hughes, Shauana	Assistant Principal
Evans, Monica	Instructional Coach
Valenzuela, Sandra	Instructional Coach
Bermudez, Ana	Teacher, K-12
Bernard, Mona	Teacher, K-12
Searles, Shonie	Teacher, K-12
Albuck, Jodie	Teacher, K-12
Rappaport, Maria	Instructional Media
Asberry, Tamatha	Teacher, PreK
Kaplan, Rae	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To participate in a professional learning committee to address school wide literacy
 To promote wide reading through the use of the school-wide reading program-Accelerated Reader
 To conduct school-wide literacy activities/events to promote literacy throughout the year

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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.

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 through 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.

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 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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, challenges and trends 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.

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

Extended School Day provides an extra hour in each day. The extra hour is allocated to lengthen interventions or enrichment in reading and the mathematics block. Teachers meet weekly to collaborate and plan for strategic instructional delivery.

Strategy Rationale

By providing extra time during 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
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wright, Eric, ewright1@dadeschools.net

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

Effectiveness of the extended school day are monitored through data trends in pre-post tests, Lexile scores, FAIR, Interim Assessments, Student School Grades, in-program formative assessments and the Spring Administration of the Florida Standards Assessment. Effectiveness of the strategy will be determined by ongoing student data results.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). 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. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Robert Russa Moton, VPK Assessment is administered to all Pre-K learners during three assessment periods. Low performing learners are identified to receive additional assistance. The Pre-K and K teachers collaboratively plan together to further assist the process so that the learners' needs are addressed and acted upon during instruction.

Robert Russa Moton will establish or expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. 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.

College and Career Readiness

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

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

N/A

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

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

After reviewing the High School Feedback Report (2012) of the feeder pattern that services Robert Russa Moton Elementary School, the data revealed that 67.5% are performing at proficiency levels in reading. Mathematics data revealed a higher proficiency rate of 89.2%. Efforts at Robert Russa Moton Elementary will be designed to strengthen reading skills of the students that feed into the feeder pattern high school.

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 all instructional leaders actively participate in instructional teams where student instructional data is disaggregated and information used to effectively plan and deliver rigorous instruction that aligns to the Florida State Standards and Science Next Generation Sunshine State Standard, then student achievement will increase in the 2014-2015 school year.
- G2.** Our EWS goal is to decrease the number of student with ten or more absences.
- G3.** All instructional leaders will increase project-based STEM activities with the use of technology.
- G4.** See Title I PIP

Strategic Goals Detail

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

G1. If all instructional leaders actively participate in instructional teams where student instructional data is disaggregated and information used to effectively plan and deliver rigorous instruction that aligns to the Florida State Standards and Science Next Generation Sunshine State Standard, then student achievement will increase in the 2014-2015 school year. 1a

G047991

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	30.0

Resources Available to Support the Goal 2

- Instructional materials including technological tools i.e.Promethean Boards, WiFi access
- Additional time for common planning and extended instructional day
- Professional Development opportunities offered through ETO and District offices
- Human resources (Instructional coaches, administration and other support personnel)
- Thinkgate Data analysis program
- Common Planning Framework

Targeted Barriers to Achieving the Goal 3

- Lack of engagement in dissemination of best practices from professional development opportunities
- Lack of opportunity for teachers to build professional capacity

Plan to Monitor Progress Toward G1. 8

Topic assessments, Interim data, and formative assessments

Person Responsible

Eric Wright

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Assessment reports and tracking records

G2. Our EWS goal is to decrease the number of student with ten or more absences. 1a

G048027

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- Community Involvement Specialist
- Attendance reports through ISIS program
- Positive Behavior Management System i.e. Jaguar Store
- Attendance Clerk
- Student services
- CHI Clinic

Targeted Barriers to Achieving the Goal 3

- Procedures are not effectively implemented in order to identify and monitor students who are chronically absent.

Plan to Monitor Progress Toward G2. 8

The Attendance Review Committee will regularly meet to discuss and analyze attendance reports.

Person Responsible

Shauana Hughes

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Attendance monitoring report and communication logs

G3. All instructional leaders will increase project-based STEM activities with the use of technology. 1a

G048292

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Human resources (Instructional coaches, PD facilitators)
- Technological needs assessment
- PD trainings
- Essential Labs provided by ETO and District offices
- NBC Learn website
- Discovery Education website

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of the effective use of technology for the implementation of STEM activities.

Plan to Monitor Progress Toward G3. 8

Math and Science Topic assessments

Person Responsible

Eric Wright

Schedule

On 6/5/2015

Evidence of Completion

Student work and finished products

G4. See Title I PIP 1a

G048295

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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


1 = Problem Solving Step  S123456 = Quick Key

G1. If all instructional leaders actively participate in instructional teams where student instructional data is disaggregated and information used to effectively plan and deliver rigorous instruction that aligns to the Florida State Standards and Science Next Generation Sunshine State Standard, then student achievement will increase in the 2014-2015 school year. **1**


 G047991

G1.B1 Lack of engagement in dissemination of best practices from professional development opportunities

2

 B119676

G1.B1.S1 Instructional leaders will regularly meet to discuss and disseminate the best practices of instructional strategies acquired from attending professional development trainings. **4**

 S131599

Strategy Rationale

Increasing the opportunities for instructional growth

Action Step 1 **5**

Instructional leaders will adhere to a professional development dissemination protocol during common planning and/or faculty meetings.

Person Responsible

Shauana Hughes

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Common planning agendas, sign-in sheets, lesson plans and minutes

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

Administrative team will participate in common planning sessions and faculty meetings where dissemination of best practices are expected.

Person Responsible

Shauana Hughes

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Common planning minutes and notes

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

Administrative team will conduct classroom walk-throughs.

Person Responsible

Eric Wright


Schedule

Weekly, from 9/29/2014 to 6/5/2015


Evidence of Completion

Observational notes and minutes from leadership team meetings indicating that best practices are being implemented

G1.B2 Lack of opportunity for teachers to build professional capacity **2**

 B119677

G1.B2.S1 All instructional leaders will participate in common planning sessions and other types of professional training to strategically acquire best practices for the implementation of the Florida Standards. **4**

 S131490

Strategy Rationale

Regularly engaging in common planning sessions and trainings will allow all instructional personnel to plan for effective and rigorous instruction.

Action Step 1 **5**

Work collaboratively during common planning to create lesson plans using backwards planning.

Person Responsible

Sandra Valenzuela

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Meeting minutes, lesson plans

Action Step 2 **5**

Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.

Person Responsible

Sandra Valenzuela

Schedule

Weekly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Lesson preparation and collaboration, Classroom Walkthroughs

Action Step 3 5

Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.

Person Responsible

Sandra Valenzuela

Schedule

Weekly, from 9/10/2014 to 11/26/2014

Evidence of Completion

Lesson preparation and collaboration, Classroom Walkthroughs

Action Step 4 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

Person Responsible

Sandra Valenzuela

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson preparation and collaboration, Classroom Walkthroughs

Action Step 5 5

Provide professional development on the implementation of the Language Arts Florida Standards.

Person Responsible

Monica Evans

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 6 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Monica Evans

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 7 5

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 8 5

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 9 5

Identify instructional focus, Daily Learning Targets (DLTs), and essential question daily.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 10 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 11 5

Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 12 5

Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.

Person Responsible

Monica Evans

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work

Action Step 13 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Eric Wright

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

Action Step 14 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Eric Wright

Schedule

Evidence of Completion

Leadership Team Meeting agendas, ETO feedback and reflection on support document, Implementation Plan

Action Step 15 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

Person Responsible

Shauana Hughes

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples

Action Step 16 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Edward Chaves

Schedule

On 11/26/2014

Evidence of Completion

Sign-in Sheet, Agenda, presentation materials

Action Step 17 5

Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.

Person Responsible

Edward Chaves

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Instructional Frameworks

Action Step 18 5

Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

Person Responsible

Edward Chaves

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Unwrapping the Standards document, lesson plans, student work

Action Step 19 5

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

Person Responsible

Edward Chaves

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, meeting minutes

Action Step 20 5

Model the delivery of instruction, to targeted teachers, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.

Person Responsible

Edward Chaves

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, meeting minutes

Action Step 21 5

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

Person Responsible

Sandra Valenzuela

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Agenda, sign in Sheet, meeting minutes, presentation materials

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will regularly attend common planning sessions

Person Responsible

Shauana Hughes

Schedule

Weekly, from 9/29/2014 to 9/29/2014

Evidence of Completion

Common planning agenda, sign-in sheet, and minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will expect to see data reports during Interim assessment data chats and Differentiated Instruction lesson plans.

Person Responsible

Eric Wright

Schedule

On 6/5/2015

Evidence of Completion

Data reports from the Thinkgate program, Differentiated Instruction lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will regularly attend common planning sessions.

Person Responsible

Eric Wright

Schedule

Weekly, from 9/29/2014 to 9/29/2014

Evidence of Completion

Common planning agenda, sign-in sheet, and minutes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will expect to see data reports during Interim assessment data chats and Differentiated Instruction lesson plans.

Person Responsible

Eric Wright

Schedule

On 6/5/2015

Evidence of Completion

Data reports from the Thinkgate program, Differentiated Instruction lesson plans

G2. Our EWS goal is to decrease the number of student with ten or more absences. 1

G048027

G2.B1 Procedures are not effectively implemented in order to identify and monitor students who are chronically absent. 2

B119946

G2.B1.S1 All RtiB personnel will regularly monitor and apply procedural follow up guidelines. 4

S131942

Strategy Rationale

RtiB personnel will be able to more readily identify, assess, and find meaningful solutions for the students who are chronically absent. This has the potential to lead to increased student attendance and academic progress

Action Step 1 5

The RtiB Team will meet regularly to discuss student attendance and procedures.

Person Responsible

Rina Rodriguez

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Attendance logs, parent contact log, student counsel logs

Action Step 2 5

The Attendance Clerk will pull student attendance records weekly to monitor targeted students and refer students to the counselor.

Person Responsible

Shauana Hughes

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Attendance reports, roster of identified students

Action Step 3 5

The Community Involvement Specialist or the School Social Worker will conduct home visits for students who are absent for six or more days.

Person Responsible

Rina Rodriguez

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Parent Contact Logs

Action Step 4 5

Incentives will be advertised and provided to students each nine weeks for 100% attendance and no tardies.

Person Responsible

Rina Rodriguez

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Attendance Incentive Plan, Recognition Certificates, Distribution list of incentives and photographs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School Counselor will conduct counseling sessions with students and parents to improve student attendance

Person Responsible

Shauana Hughes

Schedule

On 6/5/2015

Evidence of Completion

Individual student conferences, Parent meetings/conferences, student incentives

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The RtIB Team will meet regularly to discuss progress and provide a plan of action when needed

Person Responsible

Shauana Hughes


Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Attendance reports, parent communication logs, student services forms

G3. All instructional leaders will increase project-based STEM activities with the use of technology. 1

 G048292

G3.B1 Limited knowledge of the effective use of technology for the implementation of STEM activities. 2

 B120384

G3.B1.S1 Instructional leaders will participate in professional development focusing on integrating technology into STEM activities. 4

 S132273

Strategy Rationale

Professional development opportunities will assist instructional leaders in effectively incorporating technology into STEM activities.

Action Step 1 5

Conduct professional development with a focus on STEM training for all instructional leaders.

Person Responsible

Sandra Valenzuela

Schedule

Quarterly, from 9/29/2014 to 9/29/2015

Evidence of Completion

Notes on organization and planning for professional development,

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrative team will conduct classroom observation for the use of STEM activities.

Person Responsible

Eric Wright

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observational notes, lesson plans, finished products

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative team will conduct classroom observation for the use of STEM activities.

Person Responsible

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Observational notes, lesson plans, finished products, assessment data

G3.B1.S2 Instructional leaders will facilitate the use of STEM activities using technology. 4

 S137769

Strategy Rationale

Action Step 1 5

Instructional leaders will use STEM best practices

Person Responsible

Schedule

Evidence of Completion

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Instructional leaders will adhere to a professional development dissemination protocol during common planning and/or faculty meetings.	Hughes, Shauana	9/29/2014	Common planning agendas, sign-in sheets, lesson plans and minutes	6/5/2015 biweekly
G2.B1.S1.A1	The RtIB Team will meet regularly to discuss student attendance and procedures.	Rodriguez, Rina	9/29/2014	Attendance logs, parent contact log, student counsel logs	6/5/2015 monthly
G3.B1.S1.A1	Conduct professional development with a focus on STEM training for all instructional leaders.	Valenzuela, Sandra	9/29/2014	Notes on organization and planning for professional development,	9/29/2015 quarterly
G3.B1.S2.A1	Instructional leaders will use STEM best practices			one-time	
G1.B2.S1.A1	Work collaboratively during common planning to create lesson plans using backwards planning.	Valenzuela, Sandra	9/9/2014	Meeting minutes, lesson plans	11/26/2014 weekly
G2.B1.S1.A2	The Attendance Clerk will pull student attendance records weekly to monitor targeted students and refer students to the counselor.	Hughes, Shauana	9/29/2014	Attendance reports, roster of identified students	6/5/2015 weekly
G3.B1.S2.A2	[no content entered]			one-time	
G1.B2.S1.A2	Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.	Valenzuela, Sandra	9/10/2014	Lesson preparation and collaboration, Classroom Walkthroughs	11/26/2014 weekly
G2.B1.S1.A3	The Community Involvement Specialist or the School Social Worker will conduct home visits for students who are absent for six or more days.	Rodriguez, Rina	9/29/2014	Parent Contact Logs	6/5/2015 biweekly
G1.B2.S1.A3	Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.	Valenzuela, Sandra	9/10/2014	Lesson preparation and collaboration, Classroom Walkthroughs	11/26/2014 weekly
G2.B1.S1.A4	Incentives will be advertised and provided to students each nine weeks for 100% attendance and no tardies.	Rodriguez, Rina	9/1/2014	Attendance Incentive Plan, Recognition Certificates, Distribution list of incentives and photographs	6/4/2015 quarterly
G1.B2.S1.A4	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Valenzuela, Sandra	9/9/2014	Lesson preparation and collaboration, Classroom Walkthroughs	11/26/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A5	Provide professional development on the implementation of the Language Arts Florida Standards.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 one-time
G1.B2.S1.A6	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 monthly
G1.B2.S1.A7	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A8	Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A9	Identify instructional focus, Daily Learning Targets (DLTs), and essential question daily.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A10	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A11	Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A12	Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.	Evans, Monica	9/9/2014	Lesson Plans, Planning sign-in sheets, Lesson plans created during planning, Student work	11/26/2014 weekly
G1.B2.S1.A13	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Wright, Eric	9/9/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs	11/26/2014 weekly
G1.B2.S1.A14	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Wright, Eric	Leadership Team Meeting agendas, ETO feedback and reflection on support document, Implementation Plan	one-time	
G1.B2.S1.A15	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Hughes, Shauana	9/9/2014	Common planning agenda, Lesson plans, Student work samples	11/26/2014 one-time
G1.B2.S1.A16	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Chaves, Edward	9/9/2014	Sign-in Sheet, Agenda, presentation materials	11/26/2014 one-time

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Robert Russa Moton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A17	Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.	Chaves, Edward	9/9/2014	Lesson plans, Instructional Frameworks	11/26/2014 weekly
G1.B2.S1.A18	Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Chaves, Edward	9/9/2014	Unwrapping the Standards document, lesson plans, student work	11/26/2014 monthly
G1.B2.S1.A19	Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.	Chaves, Edward	9/9/2014	Lesson plans, meeting minutes	11/26/2014 weekly
G1.B2.S1.A20	Model the delivery of instruction, to targeted teachers, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.	Chaves, Edward	9/9/2014	Lesson plans, meeting minutes	11/26/2014 weekly
G1.B2.S1.A21	Provide professional development on the implementation of the Florida Mathematical Practice Standards.	Valenzuela, Sandra	9/9/2014	Agenda, sign in Sheet, meeting minutes, presentation materials	11/26/2014 monthly
G1.MA1	Topic assessments, Interim data, and formative assessments	Wright, Eric	9/29/2014	Assessment reports and tracking records	6/5/2015 biweekly
G1.B2.S1.MA1	Administration will regularly attend common planning sessions.	Wright, Eric	9/29/2014	Common planning agenda, sign-in sheet, and minutes.	9/29/2014 weekly
G1.B2.S1.MA4	Administration will expect to see data reports during Interim assessment data chats and Differentiated Instruction lesson plans.	Wright, Eric	11/3/2014	Data reports from the Thinkgate program, Differentiated Instruction lesson plans	6/5/2015 one-time
G1.B2.S1.MA1	Administration will regularly attend common planning sessions	Hughes, Shauana	9/29/2014	Common planning agenda, sign-in sheet, and minutes.	9/29/2014 weekly
G1.B2.S1.MA3	Administration will expect to see data reports during Interim assessment data chats and Differentiated Instruction lesson plans.	Wright, Eric	11/3/2014	Data reports from the Thinkgate program, Differentiated Instruction lesson plans	6/5/2015 one-time
G1.B1.S1.MA1	Administrative team will conduct classroom walk-throughs.	Wright, Eric	9/29/2014	Observational notes and minutes from leadership team meetings indicating that best practices are being implemented	6/5/2015 weekly
G1.B1.S1.MA1	Administrative team will participate in common planning sessions and faculty meetings where dissemination of best practices are expected.	Hughes, Shauana	9/29/2014	Common planning minutes and notes	6/5/2015 weekly
G2.MA1	The Attendance Review Committee will regularly meet to discuss and analyze attendance reports.	Hughes, Shauana	9/1/2014	Attendance monitoring report and communication logs	6/5/2015 biweekly
G2.B1.S1.MA1	The RtIB Team will meet regularly to discuss progress and provide a plan of action when needed	Hughes, Shauana	9/29/2014	Attendance reports, parent communication logs, student services forms	6/5/2015 monthly
G2.B1.S1.MA1	School Counselor will conduct counseling sessions with students and parents to improve student attendance	Hughes, Shauana	9/1/2014	Individual student conferences, Parent meetings/conferences, student incentives	6/5/2015 one-time
G3.MA1	Math and Science Topic assessments	Wright, Eric	9/29/2014	Student work and finished products	6/5/2015 one-time
G3.B1.S1.MA1	Administrative team will conduct classroom observation for the use of STEM activities.		9/29/2014	Observational notes, lesson plans, finished products, assessment data	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Administrative team will conduct classroom observation for the use of STEM activities.	Wright, Eric	9/29/2014	Observational notes, lesson plans, finished products	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all instructional leaders actively participate in instructional teams where student instructional data is disaggregated and information used to effectively plan and deliver rigorous instruction that aligns to the Florida State Standards and Science Next Generation Sunshine State Standard, then student achievement will increase in the 2014-2015 school year.

G1.B1 Lack of engagement in dissemination of best practices from professional development opportunities

G1.B1.S1 Instructional leaders will regularly meet to discuss and disseminate the best practices of instructional strategies acquired from attending professional development trainings.

PD Opportunity 1

Instructional leaders will adhere to a professional development dissemination protocol during common planning and/or faculty meetings.

Facilitator

Shauana Hughes

Participants

All Instructional leaders

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

G1.B2 Lack of opportunity for teachers to build professional capacity

G1.B2.S1 All instructional leaders will participate in common planning sessions and other types of professional training to strategically acquire best practices for the implementation of the Florida Standards.

PD Opportunity 1

Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.

Facilitator

Waleska Cardona

Participants

All Math Instructional Leaders

Schedule

Weekly, from 9/10/2014 to 11/26/2014

PD Opportunity 2

Provide professional development on the implementation of the Language Arts Florida Standards.

Facilitator

Valeria Blandino

Participants

All Reading Instructional Leaders

Schedule

On 11/26/2014

PD Opportunity 3

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Facilitator

Mr. Chavez (Science CSS)

Participants

All Science Instructional Leaders

Schedule

On 11/26/2014

G3. All instructional leaders will increase project-based STEM activities with the use of technology.

G3.B1 Limited knowledge of the effective use of technology for the implementation of STEM activities.

G3.B1.S1 Instructional leaders will participate in professional development focusing on integrating technology into STEM activities.

PD Opportunity 1

Conduct professional development with a focus on STEM training for all instructional leaders.

Facilitator

TBA

Participants

Grades K-5 teachers, Instructional coaches

Schedule

Quarterly, from 9/29/2014 to 9/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If all instructional leaders actively participate in instructional teams where student instructional data is disaggregated and information used to effectively plan and deliver rigorous instruction that aligns to the Florida State Standards and Science Next Generation Sunshine State Standard, then student achievement will increase in the 2014-2015 school year.	200
Goal 2: Our EWS goal is to decrease the number of student with ten or more absences.	200
Grand Total	400

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Description	Source	Total
B1.S1.A1 - Internal Funds	Other	200
Total Goal 1		200

Goal 2: Our EWS goal is to decrease the number of student with ten or more absences.

Description	Source	Total
B1.S1.A4 - Internal Funds transferred by EESAC, incentive purchase	Other	200
Total Goal 2		200