
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3541 - Robert Russa Moton Elementary School

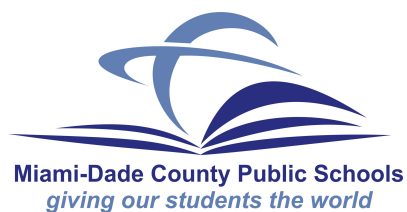
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Jimmie Brown, Jr.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Robert Russa Moton Elementary School

Robert Russa Moton Elementary School, a Full Service School of the Arts, is located in south Miami-Dade County in a residential community. The school serves approximately 636 students in pre-kindergarten through fifth grade, representing a diverse population: 74% African-American, 17 % Hispanic, 1% White, and 8% Asian/Indian/Multiracial. Basic educational services are provided based on the Sunshine State Standards to students in pre-kindergarten through fifth grade. Additionally, the school has a Creative and Expressive Arts Magnet Center for students in grades one through five, plus a full service facility for students and the community. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities. Gifted instruction is provided to eligible students by certified teachers of the gifted. The school also offers two after school classes through the Academic Excellence Program.

Given schoolwide instruction in reading using the Sunshine State Standards, students in grade 3 through 5 will improve their reading skills as evidenced by 70% scoring at a level 3 or higher, on the 2006 administration of the FCAT Reading Test.

Given schoolwide instruction in mathematics utilizing the Sunshine State Standards, students in grades 3 through 5 will increase their mathematical skills as evidenced by 59% scoring at a level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 91% of the students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given schoolwide instruction utilizing the Sunshine State Standards and hand-on science activities, students in grade 5 will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

Given increased emphasis on parental/community involvement and home-school collaboration to ensure student academic success, parent participation in non-magnet activities will increase by 5%, as documented on the Title I Parent Outreach Monthly School Report and other sign in logs, from the 2004-2005 and 2005-2006 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of students receiving outdoor suspensions as documented by the SCMS for the 2005-2006 school year as compared to the 2004-2005 school year.

Given direction from district personnel and emphasis on technology, 100% of the instructional staff will utilize the Excelsior electronic gradebook as documented by sign-in sheets.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in fourth and fifth grade will improve their physical fitness level as evidenced by a 2% increase in the number of fourth and fifth grade students receiving the district's FITNESSGRAM gold/silver awards on the 2005-2006 administration of the FITNESSGRAM Test.

Given exposure to a variety of positive role models and culturally rich activities, the school will provide 5 student-based activities in the 2005-2006, as part of the 5000 Role Models of Excellence Project.

Robert Russa Moton Elementary School will improve its ranking on the State of Florida ROI index publication from the 8th percentile in 2003 to the 10th percentile on the next publication of the index.

Information from the Organizational Performance Improvement Survey indicates the need for increased focus in the following areas; Business Results and Strategic Planning. These areas were selected due to their low category ranking by the school's staff. Analysis of the area of Business Results indicates a need for teachers to increase understanding of the financial aspects of the organization and provide increased input in resource allocation. Analysis of the area of Strategic Planning indicates a need for teachers to have greater input in the decision making process. At bi-weekly faculty meetings staff will be given the opportunity to participate in the decision making process with regards to the school's curriculum. An inservice will be provided to increase their understanding of the school's budgetary procedures for staff and members of EESAC.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Robert Russa Moton Elementary School

VISION

Robert Russa Moton Elementary School works diligently each day to provide an educational community promoting academic excellence while nurturing creativity, the arts, and freedom of expression.

MISSION

Robert Russa Moton Elementary is committed to providing a safe haven for young people's imagination in a professional learning environment. Dedicated to the arts in education, all students are inspired to strive for excellence and overcome barriers in order to ultimately achieve their potential as responsible adults. The nurturing of students into life long learners will enable them to collaborate in a global society through technology and a cooperative network of the community, parents, and school personnel for the next millennium.

CORE VALUES

The staff, students, and community of Robert Russa Moton Elementary hold the following beliefs: Equity - We believe that students should be served in an environment that aspires to eliminate the achievement gap. Excellence - We believe that all students can achieve excellence.

School Demographics

Robert Russa Moton Elementary School is located on nine acres in West Perrine, Miami-Dade County, 18050 Homestead Avenue. The facility was rebuilt in 1997, after Hurricane Andrew destroyed the original structure. Two 16 classroom buildings are augmented with a freestanding little theater and an art gallery, cafetorium, eight arts studios, ESE lab, parent resource center, computer lab and media center. The school has been wired to provide Internet and Intranet access to all of the classrooms. The media center houses a state of the art closed circuit television system and Internet access via its 40 computer stations.

Robert Russa Moton Elementary School serves 601 students (including 34 pre-kindergarteners) from the surrounding neighborhood and target schools for the magnet programs. These include standard curriculum students, 84 percent; Special Education Students, 15 percent; ESOL students one percent; and economically disadvantage students, 84 percent. The ethnic/racial makeup of the student population is 74 percent African American, 19 percent Hispanic, four percent White and three percent Multicultural. This school employs a total of 73 full time staff members and 10 part time staff members. Of this group, two are administrators, 47 are classroom teachers four are special education teachers, one is a guidance counselor, one is a social worker, one is a library media specialist, two are classroom paraprofessionals, one a micro systems technician, seven are clerical employees, three are security monitors, seven are cafeteria workers, one is a cafeteria monitor, seven are custodians, and one is a community involvement specialist. Eight of the teaching staff are new to the school, and the average length of time teaching in Florida is 12 years. Twenty-one teachers have advanced degrees.

Robert Russa Moton Elementary School provides basic educational services based on the Sunshine State Standards to students in grades pre-kindergarten through five. Additionally, the school has a Creative and Expressive Arts Magnet Center for students in grades one through five plus a full service facility for students and the community. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities.

School Foundation

Leadership:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.4. Based on these results, it is evident that the faculty and staff are pleased with the leadership of the school and the direction for the year. These results showed that the staff is happy with the positive working environment and feel included in the day-to-day operations of the school. The staff believes in the school's vision and mission and accepts the goals that are to be accomplished.

District Strategic Planning Alignment:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.0. Based on these results, Robert Russa Moton Elementary will create a learning community comprised of all stakeholders so that they may share their ideas for the future growth of the school. Faculty and staff feel that they are included and involved in the development of goals and objectives.

Stakeholder Engagement:

The faculty and staff is aware of students' needs and communicate with students and parents, alike. Teachers feel it is important to communicate frequently with parents in order to assist with their needs and concerns.

Faculty & Staff:

The Robert Russa Moton Elementary staff feels a strong sense of camaraderie. Faculty and staff cooperate and work well as a team. Grade levels work in learning communities. They gather information appropriate for their grade level, analyze it and find solutions for greater achievement for all students. Bi-weekly faculty meetings allow for faculty and staff to come together to express new ideas, best practices and share concerns. Additionally, Robert Russa Moton Elementary believes strongly in the importance of mentoring new teachers. At the beginning of every year, all beginning teachers are paired with a mentor teacher. They are also assigned to a Professional Growth Team. Mentor teachers meet with the new teachers and share best practices and effective strategies in curriculum design. They assist with long-range planning and short-term goals and continuously offer assistance with classroom discipline. Beginning teachers met with their mentor and an administrator and reviewed the school handbook, PACES, Professional Development Plan's and other district requirements before the school year began. Beginning teachers are sent to as many district provided inservices as possible.

Data/Information/Knowledge Management:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.4. Based on these results, Robert Russa Moton Elementary has a high degree of knowledge and ability in utilizing data to monitor progress, with regards to both student achievement and teaching needs. Teachers know how to measure the quality of their work and routinely analyze it to see what changes are needed. Results of both school-site gathered data and district/state testing data is continuously reviewed and analyzed to focus in on exact student needs. Instructional goals are based on data that is reviewed and analyzed.

Education Design:

The faculty and staff feel confident in the processes involved in their work. They get resources needed and collect information routinely in order to assist them in monitoring their level of performance with regard to student achievement and comprehension. Robert Russa Moton Elementary utilizes the Continuous Improvement Model, which is a data driven, decision-making model for adapting instruction. The staff begins the year by creating or reviewing their scope and sequence and developing a timeline and instructional focus calendar to address the tested benchmarks. Using research-based materials, focused lessons are effectively delivered to all students. The administration and staff disaggregate the data, focus instruction, and analyze data from various assessments. Outcomes of assessments are reviewed at bi-weekly faculty meetings and focus of instruction is streamlined. Tutoring is provided based on results of the previous year's FCAT scores and by teacher recommendation. Students who do master the assessed benchmarks are provided with enrichment activities. Teachers are provided with professional development opportunities offered by the District and also from our own teachers that attend professional development workshops and then provide mini inservices at the bi-weekly faculty meetings. The school's reading coaches and math/science leader serve as leaders in providing teachers with resources, information on data collected, and professional development. At bi-weekly faculty meetings, different areas of the school improvement plan will be reviewed and committee leaders will state the progress of the school's objectives. Extended learning opportunities for students include during and after school tutoring for targeted students, a parent resource room that has a wide variety of FCAT supplementary materials and internet access, and extended hours for the Media Center, weekly. There is a school-wide gifted program for students who qualify and an after school Academic Excellence program.

Performance Results:

It is evident that the faculty and staff feel that Robert Russa Moton Elementary sets high standards and acts ethically in every facet of the instructional program. This year the school will focus on decreasing the rate of outdoor suspensions so that students are in school every day and ready to learn. Improving student attendance and increasing parental involvement will remain as essential goals. Overall, the staff is very satisfied with their job, school and the community it serves. The positive perception ensures an overall high quality of academic excellence in both teaching and for students' learning.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
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GOAL 1 STATEMENT:

The goal of Robert Russa Moton Elementary is for students to acquire the necessary skills in reading to meet the State's reading standards.

Needs Assessment

A review of the 2005 FCAT Reading test results indicates that 68% of our students demonstrate proficiency levels in reading, 64% of the students made learning gains, and 50% of the lowest quartile made adequate progress. While these figures are within adequate progress range, a study of data disaggregated by subgroup uncovered a need for improvement with African American students. Additionally, assessment of data reveals that 32% of the overall population scored at level 1 or 2 on the FCAT Reading subtest. Special interventions targeting FCAT level 1 and level 2 students will need to be implemented. Specific areas of weakness in reading included main idea, words/phrases, and reference and research. Further assessment revealed a need for teacher collaboration, common planning times, and professional development that focuses on CRISS strategies across the curriculum, data analysis, and technology skills. Reading First interventions such as use of Early Success, Soar to Success and Voyager Passport should be utilized.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given schoolwide instruction in reading using the Sunshine State Standards, students in grade 3 through 5 will improve their reading skills as evidenced by 70% scoring at a level 3 or higher, on the 2006 administration of the FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|-----------|-----------|
| | | START | END |
| Utilize small group differentiated instruction with a focus on guided reading. Monitor instruction to assure it is aligned with the Comprehensive Research-Based Reading Plan and the requirements of the Reading First Grant. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Implement the Accelerated Reader Program, properly utilize the Houghton Mifflin reading series, maintain reading/writing portfolios, monitor student reading logs, and continue sustained silent reading, all with a focus on improving students' reading performance and literacy skills. | Classroom Teachers, Reading Coaches, Media Specialist, Reading Committee, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Implement activities from the Reading First Grant and Comprehensive Research-based Reading Plan that will directly support the five components of reading instruction such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Literacy team will meet monthly to review progress. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Administer District Interim Assessment in Reading to monitor student's progress. All results will be reviewed at faculty meetings and data will be utilized to focus instruction. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 10/1/2005 | 1/31/2006 |
| Utilize the Continuous Improvement Model (CIM) to identify all 4th and 5th grade students that scored a level 1 or 2 on the FCAT Reading Test and provide them with intensive tutorial interventions instructed by highly qualified teachers, focusing on FCAT strategies during the school day. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/22/2005 | 2/3/2006 |
| Utilize the CIM to identify all grade 3 students who scored below the 34th percentile in reading comprehension on the March 2005 administration of the SAT-9 and provide them with intensive tutorial interventions by highly qualified teachers | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/22/2005 | 2/3/2006 |

| | | | |
|---|--|-----------|----------|
| focusing on FCAT strategies during the school day. | | | |
| Utilize the CIM to complete an Academic Improvement Plan for students who scored level 1 or level 2 on the FCAT, students who scored in the lowest quartile on the SAT-10, students working below grade level, and retained students. | Classroom Teachers, Reading Coaches, Media Specialist, Reading Committee, Principal, Assistant Principal | 8/30/2005 | 5/9/2006 |

Research-Based Programs

The research-based program used is the Houghton Mifflin Core Reading Program. Additionally, the research-based technology programs include Success Maker, Read 180, and Lexia. Voyager Passport will also be utilized.

Professional Development

Provide staff development for teachers not previously trained in CRISS strategies, FCAT Explorer, Lexia, Accelerated Reader, Voyager Passport and Read 180. The district will continue to provide staff development on the use of the Houghton Mifflin Core Reading Program. In addition, all teachers will attend workshops, conferences or other professional meetings as indicated in their Professional Development Plans.

Evaluation

This objective will be evaluated by the 2006 administration of the FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

| | | | | |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
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GOAL 2 STATEMENT:

The goal of Robert Russa Moton Elementary is for students to acquire the necessary skills in mathematics to meet the state’s standards.

Needs Assessment

A review of the 2004 FCAT mathematics results indicates that 57% of our students demonstrate proficiency levels in mathematics and 66% of our students made learning gains. While both of these figures are well within adequate progress range, a study of data disaggregated by subgroup uncovered a need for improvement with African-American students. Additionally, assessment of data reveals that 43% of the students scored at level 1 or 2 on the FCAT Mathematics subtest. The data indicates a continued need for a tutorial program based on targeted students and specific benchmarks. Further assessment revealed that professional development is needed in the area of data analysis and subsequent modification of instructional strategies.

NCLB SUBGROUP TARGET

| | | | | | | | | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL 1 | LOWEST 25% | OTHER | GRADUATION RATE |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Given schoolwide instruction in mathematics utilizing the Sunshine State Standards, students in grades 3 through 5 will increase their mathematical skills as evidenced by 59% scoring at a level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|-----------|
| | | START | END |
| Provide parents with a Math Family Night where problem solving strategies using manipulatives and FCAT test taking tips will be addressed. | Classroom Teachers, Math Leader, Principal, Assistant Principal | 11/3/2005 | 11/3/2005 |
| Implement daily "Math Warm-up" activities to strengthen students' problem solving skills. | Classroom Teachers, Math Leader, Principal, Assistant Principal | 10/11/2005 | 5/24/2006 |
| Engage students in the use of weekly WOW words (wonderful, outrageous, words). This will include mathematics key words and vocabulary to assist them to independently solve problems. | Classroom Teachers, Math Leader, Principal, Assistant Principal | 10/11/2005 | 5/24/2006 |
| Infuse technology-based mathematics application programs to include Riverdeep and FCAT Explorer and supplemental materials such as Test Ready, Measuring Up and Aim Higher. | Classroom Teachers, Math Leader, Micro Systems Tech, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Utilize the CIM to complete an Academic Improvement Plan for students who scored level 1 or level 2 on the FCAT, students who scored in the lowest quartile on the SAT-10, students working below grade level, and retained students. | Classroom Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Provide during school and after school tutoring to students who scored at level 1 or 2 on the 2005 FCAT Mathematics Test. Tutoring students will be evaluated using a pre & post test from Test Ready. | Classroom Teachers, Math Leader, Principal, Assistant Principal | 8/22/2005 | 2/3/2006 |

Research-Based Programs

The research-based program used is the Houghton Mifflin Mathematics series. Additional resources include Riverdeep, Measuring Up, Aim Higher and Test Ready.

Professional Development

Professional development will include training in best practices in mathematics utilizing manipulatives, graphic organizers, cooperative learning and Riverdeep by the school's Math Leader. All teachers who are tutoring Level 1 and Level 2 students will be trained to use Riverdeep by the Math Leader. Teachers will participate in bi-weekly staff meetings where the Math Leader will assist in guiding instruction based on a review of current student testing data. In addition, all teachers will attend workshops, conferences or other professional meetings as indicated in their Professional Development Plans.

Evaluation

This objective will be evaluated by the 2006 administration of the FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The goal of Robert Russa Moton Elementary is to maintain high standards in writing for all students.

Needs Assessment

A review of the 2005 FCAT Writing Test data indicates that 91% of grade 4 students met high standards. Further analysis shows that students performed better on the narrative prompts than the expository. Intensive instruction based on the five sentence paragraph and elaboration of the writing process with a focus on vocabulary and creativity is needed. The FCAT Writing Image CD will be utilized to further analyze effective writing samples with students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 91% of the students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|-----------|-----------|
| | | START | END |
| Provide students with a variety of prompts to increase their writing skills in narrative and expository writing styles while implementing the Sunshine State Standards. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Maintain a writing portfolio that provides documentation of students' progress. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Enhance vocabulary development and encourage stronger writing skills by utilizing word walls and introducing "word of the week". | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Implement the writing process to include pre-writing, drafting, editing, revising, and publishing to improve the students' writing skills. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Monitor the use of holistic scoring of monthly writing samples with students in order for them to recognize what their focus should be and what errors to avoid. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/22/2005 | 5/24/2006 |
| Provide staff development activities to teachers in the use of holistic scoring. | Classroom Teachers, Reading Coaches, Principal, Assistant Principal | 8/22/2005 | 2/10/2006 |
| Utilize the CIM to complete an Academic Improvement Plan for students who scored 3.5 or below on the 2005 administration of the FCAT Writing Plus Test. | Classroom Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

The research-based program used is the Houghton Mifflin Core Reading Program.

Professional Development

Staff Development will include holistic scoring and the effective use of reading series as it pertains to writing. Teachers will participate in bi-weekly faculty meetings with the reading coaches to review student progress and discuss best practices. Additionally, all teachers will attend workshops, conferences or other professional meetings as indicated in their Professional Development Plans.

Evaluation

The objective will be evaluated by the 2006 administration of the FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
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GOAL 4 STATEMENT:

The goal of Robert Russa Moton Elementary is to score at or above the district and state mean scale score on the 2006 administration of the FCAT Science Test.

Needs Assessment

The results of the 2005 FCAT Science Test reveals that the mean scale score of 288 was above the district mean of 286. Students earned 7 mean points by content on areas tested. Specific lab activities will be planned to address Physical and Chemical Science, Earth and Space Science, Life and Environmental Science and Scientific Thinking. Professional development activities will include training in Riverdeep and effective use of hands on science lab activities for students. The school's Math/Science leader will meet with 5th grade teachers to develop focused instructional goals and address all benchmarks.

Measurable Objective

Given schoolwide instruction utilizing the Sunshine State Standards and hand-on science activities, students in grade 5 will improve their science skills as evidenced by meetin or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|------------|-----------|
| | | START | END |
| Monitor student's attendance in the science lab, where instruction will focus on hands-on activities to enhance their understanding of the scientific process. | Classroom teachers, Science Leader, Principal, Assistant Principal | 8/22/2005 | 5/24/2006 |
| Utilize the internet as a means of providing multiple forms of reference for research and projects for students. | Classroom teachers, Media Specialist | 8/8/2005 | 5/24/2006 |
| Host SECME science events on a quarterly basis so that parents and students may participate in hands-on science activities. | Science Leader, Principal, Assistant Principal | 10/25/2005 | 3/27/2006 |
| Engage students in participating in the annual Science Fair. Students in grades K-2 will enter a class project and students in grades 3-5 will enter an individual project. | Classroom teachers, Science Committee, Principal, Assistant Principal | 11/14/2005 | 12/1/2005 |
| Utilize the CIM to analyze data from school-made science test and use as a guide for instruction. | Science Leader, Science Committee, Principal, Assistant Principal | 9/19/2005 | 4/26/2006 |

Research-Based Programs

The research-based program used is Harcourt Core Science Program.

Professional Development

Professional development will include district inservices and on-site workshops on effective instructional strategies as well as CRISS training and Riverdeep training. Additionally, all teachers will attend workshops as indicated in their Professional Development Plans.

Evaluation

This objective will be evaluated by the 2006 administration of the FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The goal of Robert Russa Moton Elementary is to improve the number of parents who participate in school related activities.

Needs Assessment

An analysis of anecdotal data reveals that the Parent Resource Center was rarely utilized during the 2004-2005 school year. The eight parent workshops offered by the school were attended by an average of 15 parents per workshop. An average of 45 parents per month participated in activities related to the Magnet Program. Recognizing that student achievement is directly correlated to parental involvement, opportunities to provide parents with the tools necessary to maximize their children's educational progress are needed. The data gathered shows a need for the school to promote the use of the Parent Resource Center and to better use the Community Involvement Specialist to promote an increase of parental involvement especially for non-magnet activities.

Measurable Objective

Given increased emphasis on parental/community involvement and home-school collaboration to ensure student academic success, parent participation in non-magnet activities will increase by 5%, as documented on the Title I Parent Outreach Monthly School Report and other sign in logs, from the 2004-2005 and 2005-2006 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|-----------|-----------|
| | | START | END |
| Promote parent participation through monthly publication of a newsletter and calendar of events for the month, highlighting activities and meetings of interest to parents and encouraging attendance. | Media Specialist, Parental Involvement committee, classroom teachers, Principal and Assistant Principal | 8/8/2005 | 5/1/2006 |
| Utilize the L & R Communications service to notify parents of upcoming school events. | Principal, Assistant Principal | 8/8/2005 | 11/3/2006 |
| Host Family Reading Nights and Math/Science Nights to promote literacy among families. | Reading Leaders, Math/Science Leader, Principal, Assistant Principal | 8/30/2005 | 5/9/2006 |
| Visit parents of students with excessive tardies and absences. The CIS will receive notification from teachers regarding students with excessive tardiness or absenteeism. The CIS will make home visits to document the reasons for tardies and absences and report findings to administrative staff. | Classroom Teachers, Community Involvement Specialist, Principal, Assistant Principal | 9/12/2005 | 5/24/2006 |
| Provide opportunities for the Community Involvement Specialist to attend professional development workshops sponsored by Title I that provide strategies and skills to improve parental involvement. | Community Involvement Specialist, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Continue to utilize a Parent Resource Room that allows parents to obtain materials that indicate grade level expectations, tips for home learning activities, FCAT test taking strategies, and access to the internet at the school site. | Reading Leader, Math/Science Leader, Micro Systems Tech, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Host coffee talks with the Principal so parents may feel comfortable in expressing their needs. | Parental Involvement committee, Principal | 11/7/2005 | 1/18/2006 |

Research-Based Programs

The National PTA Standards for Parent and Family Involvement Programs.

Professional Development

The Community Involvement Specialist will attend professional development workshops sponsored by Title I that provide strategies and skills to increase parental involvement.

Evaluation

Evaluation of the strategies will include sign in logs and the Title I Parent Outreach Monthly School Report. Parent participation logs will show a 5% increase from the 2004 - 2005 and 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

| | | | | | |
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The goal of Robert Russa Moton Elementary is to decrease the number of students receiving outdoor suspension.

Needs Assessment

During the 2004-2005 school year 103 students received a total average of 171 days of outdoor suspension as documented by SCMS reports. Analysis of suspension rates indicates that students need strategies and techniques in order to develop avoidance skills, anger management skills and develop successful approaches toward conflict resolution.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of students receiving outdoor suspensions as documented by the SCMS for the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|------------|-----------|
| | | START | END |
| Distribute detentions every Wednesday from 2:00 pm to 3:00 pm. as an alternative to outdoor suspension. | Security Monitor, Classroom Teachers, Principal, Assistant Principal | 8/24/2005 | 5/24/2006 |
| Implement a student of the week program. A student from each classroom that has shown improved behavior for that week will be announced every Friday on morning announcements. | Classroom Teachers, Discipline Committee, Media Specialist, Principal, Assistant Principal | 10/11/2005 | 5/24/2006 |
| Implement school wide peer mediation and anger management strategies. | Counselor, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Post schoolwide rules throughout the building and in every teacher's classroom. | Classroom Teachers, Discipline Committee, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Select a student of the month based on their improved behavior. Their picture will be placed on a "Star of the Month" bulletin board to promote positive behavior schoolwide. | Classroom Teachers, Discipline Committee, Principal, Assistant Principal | 10/11/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

Professional Development will be provided for beginning teachers, teachers new to the building, and on an as-needed basis. Best Practices for classroom management will be discussed at bi-weekly faculty meetings.

Evaluation

The evaluation will include a 10% decrease in the number of outdoor suspensions as evidenced on the 2005-2006 Suspension Rate Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The goal of Robert Russa Moton Elementary is to improve communication with parents and provide access to their child's academic progress.

Needs Assessment

The use of the electronic gradebook will assist teachers in improving lack of consistent communication regarding students' academic progress.

Measurable Objective

Given direction from district personnel and emphasis on technology, 100% of the instructional staff will utilize the Excelsior electronic gradebook as documented by sign-in sheets.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Provide access to electronic gradebook in the Parent Resource Center. | Community Involvement Specialist, Principal, Assistant Principal | 1/2/06 | 5/24/2006 |
| Provide a training workshop for parents to access electronic gradebook. | Media Specialist, Principal, Assistant Principal | 1/25/06 | 1/25/06 |
| Develop a Technical Support Team for electronic gradebook. | Classroom Teachers, Media Specialist, Micro Systems Tech, Principal, Assistant Principal | 1/2/06 | 5/24/2006 |
| Provide training for instructional staff regarding use of the Excelsior electronic gradebook. | Media Specialist, Micro Systems Tech, Principal, Assistant Principal | 1/2/06 | 5/24/2006 |
| Provide literature to parents throughout the school year encouraging use of electronic gradebook. | Community Involvement Specialist, Principal, Assistant Principal | 8/8/05 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

District and school-site trainings will take place to ensure instructional staff and the technology committee are prepared for implementation.

Evaluation

Schoolwide use of electronic gradebook will be evidenced by sign-in sheets by the end of the 2005-2006 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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Miami-Dade County Public Schools

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GOAL 8 STATEMENT:

Develop health-related physical competence and cognitive understanding about physical activity.

Needs Assessment

Based on the 2004-2005 data from the FITNESSGRAM, 91% of students tested received the gold/silver award. The students passed at least five out of the six items tested. Although the students did well, the importance of good physical fitness will be a goal for all of our students.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in fourth and fifth grade will improve their physical fitness level as evidenced by a 2% increase in the number of fourth and fifth grade students receiving the district's FITNESSGRAM gold/silver awards on the 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Increase students' cardiovascular endurance through continual and gradual increase in the amount of daily walking/running. | Physical Education Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Provide lessons to encourage understanding that physical fitness works in conjunction with proper nutrition. | Physical Education Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Provide daily activities and exercises that improve student flexibility. | Physical Education Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Ensure that the appropriate amount of instructional time is dedicated to fitness-related activities, including recess, on a daily basis. | Classroom Teachers, Physical Education Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |
| Ensure that students keep a physical education journal, so they may monitor their own progress. | Physical Education Teachers, Principal, Assistant Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

Physical Education teachers will participate in district sponsored workshops on FITNESSGRAM.

Evaluation

The 2006 FITNESSGRAM post test will indicate an increase in the percentage of 4th and 5th grade students scoring a Gold or Silver award rating.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Given emphasis on the benefits of participating in extracurricular activities, the number of activities 4th and 5th grade boys participate in the during the 2005-2006 school year will increase.

Needs Assessment

Robert Russa Moton Elementary serves a large population of economically disadvantaged students. The 5000 Role Models of Excellence Project allows for at-risk students to see that there are positive alternatives to self-destructive behaviors. By providing an oppportunity for 4th and 5th grade boys to participate in this project, the school should evidence marked accomplishments related to discipline and academics.

Measurable Objective

Given exposure to a variety of positive role models and culturally rich activities, the school will provide 5 student-based activities in the 2005-2006, as part of the 5000 Role Models of Excellence Project.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|-----------|-----------|
| | | START | END |
| Increase awareness of culture by having students participate in educational fieldtrips. | 5000 Role Models of Excellence Project Sponsor, Principal, Assistant Principal | 11/8/2005 | 5/24/2006 |
| Highlight benefits of the 5000 Role Models of Excellence Project through morning announcements for students and via monthly newsletter for parents. | 5000 Role Models Of Excellence Project Sponsor, Media Specialist, Principal, Assistant Principal | 11/1/2005 | 5/24/2006 |
| Include students in 5000 Role Models of Excellence Project in schoolwide programs to assist with focusing on productive alternatives to self-destructive behaviors. | 5000 Role Models of Excellence Project Sponsor, Magnet Teachers, Principal, Assistant Principal | 11/1/2005 | 5/24/2006 |
| Ensure that 5000 Role Models of Excellence Project students present monthly on morning announcements highlighting role models that they have studied through participation in the program. | 5000 Role Models of Excellence Project Sponsor, Media Specialist, Principal, Assistant Principal | 11/1/2005 | 5/24/2006 |
| Prepare, plan, and expose participants in the program to a variety of media regarding role models in the community and prepare presentations for Career Week. | 5000 Role Models of Excellence Project Sponsor, Principal, Assistant Principal | 3/1/2006 | 4/7/2006 |

Research-Based Programs

N/A

Professional Development

The sponsor for the 5000 Role Models of Excellence Project will participate in activities sponsored by the district's 5000 Role Models of Excellence Project.

Evaluation

The evaluation will include sign in sheets and agendas for each activity that the 5000 Role Models of Excellence Project students participate in.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Robert Russa Moton Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Robert Russa Moton Elementary School ranked at the 8th percentile on the State of Florida ROI index.

Measurable Objective

Robert Russa Moton Elementary School will improve its ranking on the State of Florida ROI index publication from the 8th percentile in 2003 to the 10th percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Become more informed about the use of financial resources in relation to school programs. | Principal | 8/8/2005 | 5/24/2006 |
| Collaborate with the district on resource allocation. | Principal | 8/8/2005 | 5/24/2006 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal | 8/8/2005 | 5/24/2006 |
| Consider shared use of facilities, partnering with community agencies. | Principal | 8/8/2005 | 5/24/2006 |

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Robert Russa Moton Elementary School will show progress toward reaching the 10th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends following the presented School-Based Budget with the understanding that it will be presented to the staff for final review.

Training:

The EESAC recommends further training in the Houghton-Mifflin Reading Series, training in the intervention programs (Voyager Passport, Riverdeep, and Soar to Success) and, when training becomes available, training in usage of the Electronic Gradebook.

Instructional Materials:

The EESAC recommends that more materials be purchased that are phonetically-based, age-appropriate for younger students, and high interest low-level for our older students.

Technology:

The EESAC recommends that an assessment be done to determine computers that need replacing and/or updating.

Staffing:

The EESAC recommends that an interview committee be created to assist in the interviewing of candidates to fill open positions as they arise. The EESAC also recommended that a School Improvement Plan committee be formed to assist with implementation and progress of the plan.

Student Support Services:

The EESAC recommends that the Student Services department make efforts to increase the number of students participating in small group and peer counseling.

Other Matters of Resource Allocation:

The EESAC recommends that greater emphasis be placed on recruiting students for the magnet arts program and the gifted program.

Benchmarking:

The EESAC recommends that a continued review of the school's committees and grade levels take place throughout the school year. They asked that the Leadership Team make regular reports to the School Improvement Plan Committee as to the progress and implementation of the plan.

School Safety & Discipline:

The EESAC recommends that the discipline committee research and select a comprehensive discipline plan to address personal safety, school expectations and classroom expectations.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent