

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Robert Russa Moton Elementary School (3541)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Rosbin Ivery

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Robert Russa Moton Elementary School is located on nine acres in West Perrine, Miami-Dade County at 18050 Homestead Avenue. During the early 1940s five portable buildings became the new Robert Russa Moton Elementary School. The facility was rebuilt in 1997 after Hurricane Andrew. Two 16 classroom buildings are augmented with a freestanding little theater and art gallery, cafeteria, eight arts studios, SPED lab and media center. All classrooms have Internet and Intranet access. The media center houses a state of the art closed circuit television system and internet access via its 40 computer stations.

This school employs a total of 75 full time staff members and 10 part time staff members. There are two administrators, 47 classroom teachers, two special education teachers, one guidance counselor, one media specialist, two classroom paraprofessionals, one micro systems technician, seven clerical employees, three security monitors, seven cafeteria workers, one cafeteria monitor, seven custodians, and one community involvement specialist. Fifteen of the teachers are new to the school, and the average length of time teaching in Florida is nine years. Nineteen teachers have advanced degrees. The ethnic/racial makeup of the staff is 32 percent White, 30 percent African American, 36 percent Hispanic and two percent Multicultural.

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. There is also a full service health facility for students and the community. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities.

Unique Aspects: Advantages

Robert Russa Moton Elementary School is a multi-generational neighborhood school with families who have resided in the same location for many years. The school experienced a moderate to low teacher mobility until recent years when the mobility rate increased. The school is able to provide learners and their parents with a variety of resources to assist their students at home. Robert Russa Moton Elementary School provides an expressive arts magnet center, assistance to parents through the use of a parent resource room, for special needs students an inclusion model and a resource program from the gifted.

Unique Aspects: Disadvantages

Some areas of concern include teacher turnover rate, attendance of students and staff and low parental involvement.

Currently, the students to teacher ratios for the 2007 – 2008 year are as follows:

Kindergarten: 18: 1
First grade: 18: 1
Second grade: 18:1
Third grade: 18:1
Fourth grade: 20:1
Fifth grade: 20:1

Attendance Rate:

The average attendance rate for 2006-2007 school years was 94.54 percent as compared to the District overall attendance rate of 94.96 percent. This average attendance rate includes grades kindergarten through fifth grade.

Feeder Pattern:

Students from Robert Russa Moton Elementary School are in the Palmetto Senior High School feeder Pattern. The students transition to both Southwood & Palmetto Middle School.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the Black students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the Economically Disadvantaged students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their reading skills as evidenced by 51 percent making AYP.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the students achieving proficiency on the 2008 administration of FCAT Math.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the Black students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the Economically Disadvantaged students achieving proficiency on the 2008 administration of FCAT Math.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their Math skills as evidenced by 51 percent making AYP.

Given instruction in writing using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills by meeting the proficiency standard on the 2008 administration of the FCAT Science.

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 2006 -2007 and 2007-2008 school year.

Given increased emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by a 20% decrease in the number of incidents resulting in outdoor suspensions as documented by the SCMS for the 2007 – 2008 school year as compared to the 2006 – 2007 school year

Given direction from district personnel and emphasis on technology, 100% of the instructional staff will utilize the Excelsior electronic grade book as documented by attendance and grade reports.

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 93% of fourth and fifth grade students tested receiving the district's FITNESSGRAM gold/silver awards on the 2006-2007 administration of the FITNESSGRAM Test.

Given exposure to a variety of positive role models and culturally rich activities, the school will provide 6 student-based activities in 2007-2008 for 4th and 5th grade boys, as part of the 5000 Role Models of Excellence Project to increase participation in extracurricular activities.

Robert Russa Moton Elementary School will improve its ranking on the State of Florida ROI index publication from the 8th percentile in 2004-2005 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 in service 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.

3541 - ROBERT RUSSA MOTON ELEMENTARY SCHOOL

VISION

The vision of Robert Russa Moton Elementary School is to work diligently each day to provide an educational community of learning to promote 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, and 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, cafeteria, eight arts studios, SPED 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 511 students (including 26 pre-kindergarteners) from the surrounding neighborhood and target schools for the magnet programs. These include standard curriculum students, 88 percent; Special Education Students, 11 percent; ESOL students 2 percent; Reading FCAT level one students 11 percent, Reading FCAT level two students 6 percent, students on Free or Reduced Lunch 85 percent, Voluntary Pre-Kindergarten students 7 percent, Gifted students 6 percent and economically disadvantaged students, 86 percent. The ethnic/racial makeup of the student population is 81 percent African American, 16 percent Hispanic, four percent White and three percent Multicultural. This school employs a total of 73 full time staff members and 11 part time staff members. There are two administrators, 47 classroom teachers, two special education teachers, one gifted content based teacher, one guidance counselor, one media specialist, two are classroom paraprofessionals, one a micro systems technician, seven are clerical employees, three security monitors, seven cafeteria workers, one is a cafeteria monitor, seven are custodians, and one is a community involvement specialist. Thirteen members of the teaching staff are new to the school, and the average length of time teaching in Florida is nine years. Nineteen teachers have advanced degrees.

The ethnic/racial makeup of the staff is 32% White, 30% African American, 36% Hispanic and two percent multicultural. 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.

Grants
Through the Office of Intergovernmental Affairs, R.R. Moton participates in the Title I Grant Program. This grant provides supplemental funding to ensure that all children in our school are afforded a fair, equal, and significant opportunity to obtain a high-quality education; achieve academic success; and work towards narrowing the achievement gap while affording parents substantial and meaningful opportunities to participate in the education of their children. The school also participates in the state funded Reading First Grant. It facilitates the implementation of the five components identified by the National Reading Panel as critical effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. This grant ensures that Florida school districts meet the eligibility criteria prescribed by the Reading First federal legislation. We are also a site for Health Connect in Our Schools (HCIOS), a prevention and intervention model which facilitates the provision of mental and medical health services to all M-DCPS students. HCIOS is a joint venture between M-DCPS, the Miami-Dade County Health Department and Children's Trust. Additionally, we have been accepted to participate in HOPE Elementary School Single Gender Instructional Model, an Alternative Education Program for at-risk females in the third grade.

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. Monthly 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, and other district requirements before the new 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:



School Improvement Plan

2007-2008



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 weekly grade level 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 monthly 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. During 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. There is a schoolwide 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.

Schools Graded 'C' or Below

Professional Development:

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Disaggregated Data :

Teachers, administrators and reading coaches collaboratively engage in discussion regarding ways in which the data should drive effective instruction on a weekly basis. Reading coaches provide strategies and assistance by going into classrooms and modeling specific skills lessons to enhance and move learners to the next level.

Informal and Formal Assessments:

The District provides quarterly Interim Assessments. These effectively test learners to provide concrete data for the instructional staff to help evaluate our needs before the administration of the state exam, which is FCAT (Florida Comprehensive Assessment Test.) Our school administers DIBELS three times a year, to all students in K – 3, as well as identified Level 1 and 2 students in Grade 4 & 5. DIBELS allows teachers to see individually how students are doing in mastering phonics, letter recognition, and fluency, depending on the grade level. Each nine weeks, students take a STAR Reading or STAR Early Literacy Test, to measure growth in reading mastery. Additionally, students in grades 2- 5 take the STAR Math assessment to measure growth in math. The STAR series allows for teachers to see individual, as well as class growth. Teachers also administer weekly assessments to their students, testing benchmarks for mastery in reading, math, and science.

Alternative Instructional Delivery Methods :

Robert Russa Moton Elementary will continue the implementation of small group instruction to remediate learners who are having difficulty on a specific skill. We will also continue to motivate and to provide enrichment for those who are on grade and above grade level by encouraging and assisting them with work which involve increased use of higher order thinking skills.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Reading 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 2007 FCAT Reading test results indicates that 70% of our students demonstrate proficiency levels in reading, 61% of the students made learning gains, and 55% 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 30% 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
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the Black students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 58 percent of the Economically Disadvantaged students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their reading skills as evidenced by 51 percent making AYP.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/07	06/05/08	District-wide Literacy Plan	0
Continue the implementation of the Accelerated Reader Program, properly utilize the Houghton Mifflin reading series, and continue to monitor student reading logs, all with a focus on improving students' reading performance and literacy skills.	Classroom Teachers, Reading Coaches, Media Specialist, Reading Committee, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Administer District Interim Assessment in Reading to monitor student's progress. All results will be reviewed at grade level meetings and data will be utilized to focus instruction.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	10/12/07	05/05/08	District-wide Literacy Plan	0
Utilize the Continuous Improvement Model (CIM) to identify all 3rd, 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	08/27/07	03/20/08	District-wide Literacy Plan	0
Conduct DIBELS Assessment for students in K-3 grade and 4th and 5th grade Level 1 and 2 students to identify and develop intervention strategies.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/07	05/06/08	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/02/07	05/06/08	District-wide Literacy Plan	0

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.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the 2008 administration of the FCAT Reading Test, Dibels, and the District Interim Assessments.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics 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 2007 FCAT mathematics results indicates that 55% of our students demonstrate proficiency levels in mathematics and 52% 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 47% 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.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the students achieving proficiency on the 2008 administration of FCAT Math.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the Black students achieving proficiency on the 2008 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their Math skills as evidenced by a minimum of 62 percent of the Economically Disadvantaged students achieving proficiency on the 2008 administration of FCAT Math.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their Math skills as evidenced by 51 percent making AYP.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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, Micro Systems Tech, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Implement daily "Math Warm-up" activities to strengthen students' problem solving skills.	Classroom Teachers, Principal, Assistant Principal	10/22/07	05/05/08	District-wide Literacy Plan	0
Provide parents with a Math Family Night where problem solving strategies using manipulatives and FCAT test taking tips will be addressed.	Classroom Teachers, Principal, Assistant Principal	10/09/07	10/13/08	District-wide Literacy Plan	1500
Teachers will participate in weekly grade level meetings to review current student testing data.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	02/29/08	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	05/06/08	District-wide Literacy Plan	0
Follow the District scope and sequence to ensure that all benchmarks are addressed across grade levels and that all Sunshine State Standards are taught before the FCAT.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	02/29/08	District-wide Literacy Plan	

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 manipulative, graphic organizers, cooperative learning and Riverdeep. All teachers who are tutoring Level 1 and Level 2 students will be trained to use Riverdeep. Teachers will participate in weekly grade level meetings where the assistant principal 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 needed.

Evaluation

This objective will be evaluated by the 2008 administration of the FCAT Mathematics Test and the District Interim Assessments

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

A review of the 2007 FCAT Writing Test data indicates that 87% of grade 4 students met high standards scoring 3.5 or above. Further analysis shows that students performed better on the expository prompts than the narrative. 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

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction in writing using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Maintain writing journals that provide documentation of students' progress.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Implement writing centers in 3rd and 4th grade classrooms that focus on the writing process to include pre-writing, drafting, editing, revising, and publishing.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Instruct students on the aspects that make a "3" paper a "4" paper.	Classroom Teachers, Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement and 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	8/20/2007	5/30/2008	Other/ Not Applicable	0
Enhance vocabulary development and encourage stronger writing skills by utilizing word walls and "word of the day".	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide CRISS training to new teachers.	Assistant Principal, Principal	8/20/2007	5/30/2008	Other/ Not Applicable	500
Maintain writing journals that provide documentation of students' progress.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Staff Development will include holistic scoring and CRISS training. Teachers will participate in weekly grade level 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 needed.

Evaluation

The objective will be evaluated by the 2007 administration of the FCAT Writing Plus Test, monthly writing prompts, and the district pre and post test.

Science Goal

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

Florida Education Priorities

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

Science Statement

The goal of Robert Russa Moton Elementary is to score at or above the district and state mean scale score on the 2008 administration of the FCAT Science Test.

Needs Assessment

Based on the 2007 FCAT Science performance data, 81% of fifth graders did not meet proficiency.

Measurable Objective

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills by meeting the proficiency standard on the 2008 administration of the FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, Science Facilitator, and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and desegregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.	Classroom teachers, Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.	Classroom Teachers, Principal, Assistant Principal	8/20/07	05/30/08	Other/ Not Applicable	0
Implement a science instructional program using Harcourt. Teachers will enhance learning performance through a differentiated approach based on science assessments data collected using the CIM process.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide instructors with the District science resource guides to assist in classroom activities and project-based learning which includes: laboratory, cooperation, and grouping and problem-solving strategies to further the development of science process skills. The Science Facilitator will assist teachers in the implementation process.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize student journals to record vocabulary and notes on the scientific process to improve their internalization and application of science concepts.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct a school-wide Science Fair in which completed experiments will demonstrate knowledge of the scientific method. The fair will be judged by staff from other M-DCPS locations.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Increase the use of process skills through group work, technology, inquiry based activities and science lab activities.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Coordinate parent workshops that will encourage scientific thinking at home	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Classroom Teachers, Mathematics/Science Coach, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0

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.

Evaluation

This objective will be evaluated by the 2008 administration of the FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

The goal of Robert Russa Moton Elementary is to improve the number of parents who participate in academic school related activities in effort to increase student achievement among all student and all subgroups.

Needs Assessment

An analysis of anecdotal data as of April 28, 2007 reveals that the Parent Resource Center was greatly utilized during the 2006-2007 school year. An average of 50 parents per month participated in activities and workshops at the school. 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 increase and 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 2006 -2007 and 2007- 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize COGNOS to access information on absenteeism. Visit parents of students with excessive tardies and absences. 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	08/20/07	06/05/08	District-wide Literacy Plan	0
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	08/20/07	06/05/08	District-wide Literacy Plan	0
Host Family Reading Nights to promote literacy among families.	Classroom Teachers, Media Specialist, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
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, Micro Systems Tech, Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
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. (PTA Standard 1)	Media Specialist, Parental Involvement Committee, Classroom Teacher, Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize the CONNECT-ED service to notify parents of upcoming school events.	Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0

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 2006-2007 and 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

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

Needs Assessment

During the 2006-2007 school year there were 88 incidents resulting in 76 days of outdoor suspension as documented by School Case Management Referral Form (SCMS) reports. Analysis of suspension rates indicates that students will continue to use VIP strategies and techniques in order to develop avoidance skills, anger management skills and develop successful approaches toward conflict resolution.

Measurable Objective

Given increased emphasis on a safe and orderly environment, student behavior will continue to improve as evidenced by a 20% decrease in the number of incidents resulting in outdoor suspensions as documented by the SCMS for the 2007 – 2008 school year as compared to the 2006 – 2007 school year

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a student of the month program and a school wide positive behavior modification program. A student from each classroom that has shown improved behavior for that week will be announced on morning announcements.	Classroom Teachers, Counselor, Principal and Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement schoolwide peer mediation and anger management strategies.	Counselor, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Post schoolwide rules throughout the building and in every teacher's classroom.	Classroom Teachers, Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
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	08/20/07	06/05/08	District-wide Literacy Plan	1500
Communicate with parents continuously through the monthly newsletter and web page	Classroom Teachers, Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	200
Provide classroom lessons on the Code of Student Conduct.	Classroom Teachers, Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Monitor COGNOS monthly and report results at monthly faculty meetings.	Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0

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. An in-service on Classroom Management will be conducted and best Practices for classroom management will be discussed at faculty meetings.

Evaluation

The evaluation will include a 20% decrease in the number of outdoor suspensions as evidenced on the 2007-2008 Suspension Rate Report.

Technology Goal

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

Florida Education Priorities

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

Technology 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 grade book 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 grade book as documented by attendance and grade reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a Technical Support Team for electronic gradebook.	Classroom Teachers, Media Specialist, Micro Systems Tech, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide training for instructional staff regarding use of the Excelsior electronic gradebook.	Media Specialist, Micro Systems Tech, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide literature to parents throughout the school year encouraging use of electronic gradebook.	Community Involvement Specialist, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide access to electronic gradebook in the Parent Resource Center.	Community Involvement Specialist, Micro System Tech, Principal and Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
A link to the Electronic Gradebook will be added to the school's web page.	Microsystems Technician, Assistant Principal, Principal	08/20/07	06/05/08	Other/ Not Applicable	0

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

School wide use of electronic grade book will be evidenced by attendance and grade reports by the end of the 2007 -2008 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

Based on the 2006-2007 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 93% of fourth and fifth grade students tested receiving the district's FITNESSGRAM gold/silver awards on the 2006-2007 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students' cardiovascular endurance through continual and gradual increase in the amount of daily walking/running.	Physical Education Teachers, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide lessons to encourage understanding that physical fitness works in conjunction with proper nutrition.	Physical Education Teachers, Principal, Assistant Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Provide daily activities and exercises that improve student flexibility.	Physical Education Teachers, Assistant Principal, Principal	08/20/07	06/05/08	Other/ Not Applicable	0
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, Assistant Principal, Principal	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Physical education teachers will participate in district sponsored workshops on FITNESSGRAM

Evaluation

The 2008 FITNESSGRAM post test will indicate an increase in the percentage of 4th and 5th grade students scoring a Gold or Silver award rating.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Given emphasis on the benefits of participating in extracurricular activities, the number of activities 4th and 5th grade boys participating in the during the 2007-2008 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 opportunity 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 6 student-based activities in 2007-2008 for 4th and 5th grade boys, as part of the 5000 Role Models of Excellence Project to increase participation in extracurricular activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/07	06/05/08	Other/ Not Applicable	0
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	08/20/07	06/05/08	Other/ Not Applicable	0
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	08/20/07	06/05/08	Other/ Not Applicable	0
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	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

500 Role Models of Excellence

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.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Robert Russa Moton Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004 - 2005, 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 2004-2005 to the 10th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

State of Florida Return On Investment index (ROI)

Professional Development

Disseminate information to staff.

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"/>	<p><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></p>

Budget:

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

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. The EESAC also recommends that R. R. Moton Elementary continues to pursue the integration of technology into all areas of the curriculum.

Staffing:

The EESAC recommends that staffing concerns be discussed at each meeting to further assist the EESAC in making decisions to maximize student learning. 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 Curriculum Team make regular reports to the School Improvement Plan Committee as to the progress and implementation of the plan.



School Improvement Plan 2007-2008



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.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	1500
Writing	500
Science	0
Parental Involvement	0
Discipline & Safety	1700
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	3700



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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