

Miami-Dade County Public Schools

Robert Russa Moton Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	0

Robert Russa Moton Elementary School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Robert Russa Moton Elementary School is to increase student achievement, improve teacher practice, and positively impact school culture through rigorous teaching and learning. We are committed to working together in order to provide every student with a positive stimulating learning environment where each learner is actively engaged, and every educator extends opportunities for positive social emotional growth, as well as learning experiences that are anchored on research-based strategies, STEM exploration, and divergent thinking.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fair, Sarah	Principal	Provide leadership in developing, implementing and supporting school-wide efforts aligned with our school's vision and mission. Establishing a positive school culture and addressing students' academic and social-emotional needs.
Ventura, Mayra	Assistant Principal	Assist the Principal in providing leadership that develops and supports school-wide efforts aligned with our school's vision and mission. Establishes a positive school culture and addresses students' academic and social-emotional needs.
Reid, Annie	Math Coach	Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Bracci, Angela	Reading Coach	Provide direct instructional services related to improving and supporting classroom instruction in Grades K-2. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.
Williams, Andrea	School Counselor	Provide guidance to all teachers and staff members on SEL Competencies, Positive Behavior Support Intervention strategies, and support students through the Response to Intervention process.
Rodriguez, Kimberlie	Reading Coach	Provide direct instructional services related to improving and supporting classroom instruction in Grades K-2. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP development process begins at the MDCPS School District's annual Synergy Leadership Conference held during the month of July. At this conference, school leadership teams, comprising of School Administrators, Instructional Coaches and Teacher Leaders, gather for a strategic planning session. At this time, the school's Academic Data and Cultural Data are analyzed to determine strengths and weakness, select areas of focus, and choose strategic action steps that will lead to the school's improvement. During the school's EESAC Meetings, the SIP is then presented to, and opened for input from, the faculty, staff, parents and community stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The effective implementation of the school's SIP, as well as its impact, will be monitored through quarterly SIP Impacts Reviews held by the school site in conjunction with the school district's Education Transformation Office. During this time, all action steps will be reviewed, and classroom evidence will be analyzed in order to determine the level of impact/effectiveness. New steps will be added as needed in order to ensure continuous progress.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	8	5	7	10	9	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	3	3	3	0	0	0	0	10
Course failure in Math	0	1	4	5	4	2	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	6	5	7	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	4	3	10	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	4	9	10	8	11	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	1	3	6	6	10	0	0	0	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	2	6	0	0	0	0	0	14
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	15	14	9	16	0	0	0	62
One or more suspensions	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	1	17	11	9	8	0	0	0	46
Course failure in Math	0	1	12	7	6	8	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	6	8	20	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	10	11	20	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	17	16	8	19	0	0	0	61

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	17	15	12	21	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	12	13	2	5	0	0	0	33
Students retained two or more times	0	0	2	6	0	4	0	0	0	12

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	3	10	9	9	6	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	6	0	3	0	0	0	14
Course failure in Math	0	2	4	6	2	6	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	11	7	22	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	6	10	15	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	8	8	14	12	28	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	2	3	11	10	17	0	0	0	48

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	2	5	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	0	1	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	23			17			29		
ELA Learning Gains	42			39			49		
ELA Lowest 25th Percentile	50			70			64		
Math Achievement*	29			12			28		
Math Learning Gains	85			18			46		
Math Lowest 25th Percentile	67			10			50		
Science Achievement*	30			16			29		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL				
AMI				
ASN				
BLK	46			
HSP	23	Yes	2	1
MUL				
PAC				
WHT				
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	23	42	50	29	85	67	30					
SWD	7	40		20	73		10					
ELL												
AMI												
ASN												
BLK	23	45	50	29	83	64	27					
HSP	15			31								
MUL												
PAC												
WHT												
FRL	23	42	50	29	85	67	30					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	17	39	70	12	18	10	16					
SWD	0	64		4	9							
ELL												
AMI												
ASN												
BLK	16	38		10	14		15					
HSP												
MUL												
PAC												
WHT												
FRL	17	39	70	12	18	10	16					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	29	49	64	28	46	50	29					
SWD	3	36	54	10	46	45						
ELL												
AMI												
ASN												
BLK	29	52	70	27	46	54	28					
HSP	36			36								
MUL												
PAC												
WHT												
FRL	29	49	63	28	47	52	29					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component reflecting the lowest level of performance was that of Science Proficiency. Only 6% of the students demonstrated proficiency on the 2023 Grade 5 Florida Statewide Science Assessment. Factors such as low student engagement, limited content knowledge and failure to maintain appropriate pacing in the implementation of the curriculum, contributed to last year's low performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Science. Data from the 2022 school year indicated that there was a proficiency rate of 30%. Data from 2023 school year shows a decline of 24 percentage points with only 6% of the students meeting proficiency. Once again, factors such as low student engagement, limited content knowledge and failure to maintain appropriate pacing in the implementation of the curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was that of Science Proficiency. Data from the 2022 school year indicated that there was a proficiency rate of 30%. Data from the 2023 school year shows a decline of 24 percentage points with only 6% of the students meeting proficiency. The 2022-2023 state average was that of 51%. Once again, factors such as low student engagement, limited content knowledge and failure to maintain appropriate pacing in the implementation of the curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was that of Math Proficiency. Data from the 2022 school year indicated that there was a proficiency rate of 28%. Data from 2023 school year shows an increase of 10 percentage points with 38% of the students meeting proficiency. Through the implementation of the "Daily Math Review", benchmarks were immediately reviewed, remediated and refreshed. Strategies such as Explicit Instruction and the Gradual Release of Responsibility, along with the C.R.A. Method (Concrete-Representational-Abstract), led to stronger Tier 1 instructional delivery.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concerns are the number of students with a Level 1 on the 2023 ELA FAST PM3 (18) and the number of students under the Substantial Reading Deficiency Category (46).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The top 5 priorities for the 2023-2024 school year are as follows:

1. Science Proficiency for students in Grade 5
2. ELA Learning Gains for students in Grades K-5
3. Math Learning Gains for students in Grades K-5

4. ELA Proficiency for students in Grades K-5
5. Math Proficiency for students in Grades K-5

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 Data, 26% of Grades 3-5 students were proficient in ELA compared to the state average of 54% and the district average of 51%. Based on the data and identified contributing factors of high number of ESE students, low student engagement limited by the ability to master grade level tasks and lesson plans that don't set high expectations, we will implement the targeted element of student engagement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the consistent implementation of the Gradual Release of Responsibility Model (GRRM), there will be an increase of 10% of the students in Grade 3-5 who will attain proficiency as reflected on the 2024 FAST PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through weekly classroom walkthroughs conducted by school administrators, the review of CTC (Coach-Teacher-Collaboration) logs during weekly School Leadership Team Meetings, and the analysis of current Tier 1 student assessment data. Walkthroughs will be led using specific "Look-Fors" based on the Engagement Indicators from the Framework of Effective Instruction.

Person responsible for monitoring outcome:

Sarah Fair (srfair@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching based on a structured method of pedagogy framed around a process that begins with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Gradual Release of Responsibilities Model (GRRM) provides structured support for students to transition from teacher based knowledge to student's own understanding and application of the targeted skills. Through opportunities for productive group work, the GRRM model leads students to consolidate their understanding of the lesson and to collaborate with their peers on synthesizing the information prior to applying it independently.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Transformation Coaches will provide professional development to classroom teachers on the The Gradual Release of Responsibilities Model (GRRM).

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: 08/15/23

During weekly Coach-Teacher-Collaboration sessions, coaches will focus on assisting teachers with selecting collaborative strategies that support The Gradual Release of Responsibilities Model (GRRM).

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: Ongoing

Through weekly classroom walkthroughs, and the use of the Framework of Effective Instruction, School Administrators will analyze the delivery of instruction following The Gradual Release of Responsibilities Model (GRRM).

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: Ongoing

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Florida State Science Assessment (FSSA) Data, 6% of Grades 5 students were proficient in Science compared to the state average of 51% and the district average of 50%. Based on the data and identified contributing factors of high number of ESE students, low student engagement limited by the ability to master grade level tasks and lesson plans that don't set high expectations, we will implement the targeted element of student engagement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the consistent implementation of the 5E model for instruction (Engage, Explore, Explain, Elaborate, Evaluate), there will be an increase of at least 25% of the students will attaining proficiency on the Florida State Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through weekly "Science Journal Checks", school administrators will be able to identify the current skills that are being worked on, as well as the progress students are making in learning the specific content. Additionally, students will be charged with the monitoring of their own topic assessment data and teachers directed to host subsequent data chats in order to adjust instruction as needed. Finally, school administrators will monitor instructional delivery to ensure the lessons are aligned to the 5E model with consistency.

Person responsible for monitoring outcome:

Mayra Ventura (mventura@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and to serve as study guide support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Notebooks are a flexible tool that give students the opportunity to think, reason, demonstrate creativity and practice Science related skills. The notebooks will engage students in a more complex level of thought while refining scientific ideas throughout the learning process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers in all grade levels will guide students in the creation of Science Interactive Notebooks that will include sections for Student Data Tracking, Data Chat Protocols, Essential Labs, Notetaking and Academic Vocabulary.

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: 09/01/23

The Assistant Principal will train teachers on how to access the school District's Science Journal resources, Curriculum Infographic, as well as the supporting Power Points, using the Schoology application. Additionally, the Assistant Principal will work with the Curriculum Support Specialist to provide teachers with professional learning opportunities in the delivery of the 5E model of instruction for Science.

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: 08/23/23 - 09/21/23

8/14 - 9/29: A designated Science Lab will be established, so as to include areas for hands-on exploration, collaborative work, and the implementation of Essential Labs.

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: 08/25/23

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Early Warning Systems was identified as critical based on the review of our School Attendance Data from 2022-2023 school year. Through the data review, we learned that in 2023, 40% of our students had 16 or more absences, followed by 19% of the students having between 11 - 15 absences. Regular attendance ensures that students are present to receive instruction, participate in class discussions, and complete assignments. Missing school can lead to gaps in learning and difficulty in catching up with the material, potentially affecting academic performance, especially for ESE and ELL students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through the successful implementation of Strategic Attendance Initiatives, we strive to reduce the attendance of students categorized as having "16 or more absences" by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through daily attendance bulletin checks and through weekly checks on the School District's Power BI Attendance Dashboard.

Person responsible for monitoring outcome:

Mayra Ventura (mventura@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As previously stated, missing school can lead to gaps in learning and difficulty in catching up with the curriculum, potentially affecting academic performance. Consistent attendance allows students to build stronger relationships with teachers. Teachers can better understand individual learning styles and needs, leading to more personalized instruction and support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14 - 9/29: The "On Time & In Uniform" Treasure Box initiative will be implemented during morning announcements. The Principal, with the assistance of the Success Coach, will randomly select student

names from grades K-5, to be called each morning. If these 6 students are "on time & in uniform", they will be welcomed to retrieve a prize from the Principal's Treasure Box.

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: Ongoing/Daily

Personal Attendance phone calls will be made on a daily basis by the City Year Corp Members. The phone calls will target students who are absent and student who are tardy. A communication log will be maintained.

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: Ongoing/Daily

Students with perfect attendance, will receive a free ticket to attend our monthly Positive Behavior Support (PBS) activities/parties.

Person Responsible: Andrea Williams (awilliams23@dadeschools.net)

By When: Monthly

8/14 - 9/29: The Together for Children | H.E.R.O. (Here Every day Ready and On-time) Truancy Prevention Program will be implemented for the 2023-2024 school year. A H.E.R.O. Interventionist will assist in addressing attendance challenges and promote consistent school attendance among potential/current truant students. The H.E.R.O Interventionist will conduct truancy intervention activities at RR Moton ES, via phone calls, home visits, Truancy Child Study Team (TCST) meetings, etc. on a weekly basis.

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: Weekly

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The EESA Federal Index Data denotes that two subgroups are currently missing the Federal Index Target of 41%. Specifically, the Federal Percent for Students with Disabilities is at 30% and the Federal Percent for Hispanic Students is at 23%. A deeper review of the 2023 FAST ELA Assessment data reflects that only 40% of Hispanic students in Grades 3-5 scored at a level of proficiency, while only 18% of SWD students in Grades 3-5 achieved a level of proficiency. These data points deem these two subgroups as a critical need for our school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the Evidence-Based Strategy of Data Driven Decision Making, we intend to improve the Federal Index from 30% to 41% for the Students with Disabilities, and from 23% to 41% for the Hispanic Students as evidenced by the average of scores on the 2024 FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Specifically, through Quarterly Teacher Data Chats, the School Leadership Team will monitor the academic progress of all Students with Disabilities, as well as all Hispanic Students. The Data Chat protocols will include specific descriptors geared toward a focus discussion on these sub groups.

Person responsible for monitoring outcome:

Sarah Fair (srfair@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Specifically, the school's ESE Consultation Teacher, along with the ELA Transformation Coaches, will conduct quarterly data chats with the ESE and Hispanic students. The latter will help guide students towards understanding their academic standing and help them strategize potential ways for improving their course grades, test scores, and overall performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data can help reveal both strengths and/or weakness about students and about teaching practices. Data can also help educators pinpoint areas where change is most needed, and guide the use of resources. Finally, consistent access and conversations about academic data can help students become accountable for their learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14 - 9/29: During Collaborative Planning Sessions, teachers will be guided on the selection of appropriate ELL strategies that support the language acquisition of ELL students.

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: 08/28/23 - 09/18/23

The SWD Consultative Teacher will provide all Classroom Teachers with an "Accommodations At-a-Glance" matrix in order to ensure that all SWD student IEP's are being implemented with the prescribed accommodations. A training on the elements of the IEP will also be provided.

Person Responsible: Mayra Ventura (mventura@dadeschools.net)

By When: 08/15/23 - 08/25/23

Quarterly Data Chats will be scheduled at the end of the 1st Nine Weeks (October), once results from the FAST PM 1 Assessments are available, as well as iReady AP1 is administered. These chats will be hosted by the SWD consultation teacher, and the Transformation Coaches with a focus on goal setting for SWD & Hispanic students.

Person Responsible: Sarah Fair (srfair@dadeschools.net)

By When: 10/02/23-10/13/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our current funding allocations allow us to provide support to our teachers through the hiring of three Transformation Coaches. Specifically, Title I School Based Funds allows for the purchase of one Reading Coach who currently serves teachers and students in Grades 3-5. District level Title I funds allows for the purchase of a Primary Reading Coach servicing teachers and students in grades K-2, and a Math Coach servicing teachers and students in Grades K-5. Finally, Title I School Based funds allow for the hiring of part time paraprofessionals who service students in Grades K-2 through small group interventions and tutoring.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Focus on the area of ELA Tier 1 Instruction was identified as critical based on the analysis of the results of our FAST PM Data. According to results from the 2023 FAST Assessment, students in Grades K-2 had a median percentile score of 36%. If we successfully focus on the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place and that instruction delivery is clear and concise, an increase in number of proficient students should be evident.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Focus on the area of ELA Tier 1 Instruction was identified as critical based on the analysis of the results of our FAST PM Data. According to results from the 2023 FAST Assessment, students in Grades 3-5 had an average 26% meeting proficiency. If we successfully focus on the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place and that instruction delivery is clear and concise, an increase in number of proficient students should be evident.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Through the successful implementation and monitoring of ELA Tier 1 Instruction, our Gr K-2 students will demonstrate an increase of a minimum of 10 percentage points in the area of proficiency, taking them from a 2023 median score of 36% to at least 46%, as evidenced by their performance on the 2024 FAST PM Assessment.

Grades 3-5 Measurable Outcomes

Through the successful implementation and monitoring of ELA Tier 1 Instruction, our Gr 3 -5 students will demonstrate an increase of a minimum of 5 percentage points in proficiency, taking them from a 2023 average of 26% proficient to 31%, as evidenced by their performance on the 2024 FAST PM Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA Tier 1 Instruction will be monitored during Weekly School Leadership Team meetings. The meeting will focus on the review of CTC (Coach-Teacher-Collaboration) logs, the analysis of all Tier 1 Student Assessment Data and discussions centered around feedback from classroom observations/ walkthroughs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Fair, Sarah, srfair@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted focus area of ELA, our school will implement the evidence-based strategy of Standards-Based Collaborative Planning. Standards Based Collaborative Planning brings Teachers and Coaches together to learn from each other, and to collaborate and align instructional strategies to the students' needs. These collaborations will result in improved lesson quality, instructional effectiveness, and a better understanding on how the BEST Standards are stacked. The latter will in turn impact student achievement and student levels of proficiency.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Currently, our teachers continue to demonstrate the need to dive deeper into the new BEST Standards, and to further develop skills when planning and presenting lessons using explicit instruction. Through a Standards Based Collaborative Planning approach, teachers will be given opportunities for the creation of rigorous lessons and the selection of high yield strategies that will assist in the closing of learning gaps and propel student thinking and learning to a higher and more complex level.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Transformation Coaches will provide professional development to classroom teachers on the use of The Gradual Release of Responsibilities Model (GRRM) as a strategy that supports Explicit Instruction.	Ventura, Mayra, mventura@dadeschools.net
8/14 - 9/29: Teachers will participate in weekly Curriculum Collaboration Sessions with a focus on the use of BEST Standards Planning Cards, the use of data to drive the selection of strategies/practices, and the delivery of lessons using explicit instruction. The latter will be evidenced by Collaborative Planning agendas and teacher lesson plans.	Fair, Sarah, srfair@dadeschools.net
8/14 - 9/29: All ELA Teachers will use a Common Board Configuration reflecting the posting of the Daily Learning Target (DLT) and the Daily End Product (DEP) to help guide the delivery of the Tier 1 ELA Lesson. The latter will be seen on a daily basis within the classroom walkthroughs.	Fair, Sarah, srfair@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The school's SIP will be made available to all stakeholders in a variety of ways. Hard copies of the SIP will be available in the school's Main Office, as well as in the school's Title I Parent Resource Room. Digital copies of the SIP will be available on the school's website (rrmton.dadeschools.net). The SIP will be reviewed and presented to all teachers, students, and parents during the school's Open House, during the annual Title I Parent Meeting, and during all EESAC Meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders by hosting a series of meetings such as Open House, Title I Parent Meeting, Tile I Parent Workshops, and EESAC Meetings. Parents, families and community members will also be invited to participate in school wide activities such as STEM Showcases and Honor Roll Assemblies. Access to all information will be made via the school's website (rrmton.dadecshools.net), as well as through our Social Media platforms.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii))

Focus on the area of ELA Tier 1 Instruction was identified as critical based on the analysis of the results of our FAST PM Data. According to results from the 2023 FAST Assessments, students in Grades K-2 had a median percentile score of 36%, and only 26% of students in Grades 3-5 achieved proficiency. If we successfully focus in the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place, and that instruction delivery is clear and concise, an increase in number of proficient students should be evident. Through the successful implementation, and monitoring, of ELA Tier 1 Instruction, our Gr 3 -5 students will demonstrate an increase of a minimum of 5 percentage points in proficiency.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable at this time.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

RR Moton Elementary provides all students with opportunities for counseling, mentoring and mental health services through monthly in-class presentations, as well as through targeted small group sessions and individual one-on-one conferences. All services are communicated to parents and consents are garnered as needed. The school also implements a Positive Behavior Support system based on the MDCPS School District's Values Matter initiative.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

RR Moton Elementary implements a Positive Behavior Support system based on the MDCPS School District Values Matter initiative. This system includes Tier 1, Tier 2, and Tier 3 strategies that assist teachers on applying early intervention and positive behavior management. The system ties in directly to the MTSS/Rtl process.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

RR Moton Elementary's Professional Learning Support Team (PLST) leverages professional learning opportunities, outlines professional learning that leads to improved educator practices and promotes a school culture of collective responsibility for student learning based on current academic data. The PLST Team surveys teacher needs and interests and designs professional learning sessions for teachers based on teacher and student needs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

RR Moton Elementary conducts visits to local preschools in order to establish relationships and partnerships. Curriculum bulletins are shared, and registration checklists are provided. A 'Transition to Kindergarten' orientation is offered annually in preparation for new registrations. School Tours and visits are scheduled throughout the school year.