

Miami-Dade County Public Schools

Toussaint L'Ouverture Elementary



2015-16 School Improvement Plan

Toussaint L'Ouverture Elementary

120 NE 59TH ST, Miami, FL 33137

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Toussaint Louverture Elementary School is to provide all students with the best possible educational experiences, thereby meeting the needs of the individual, as well as the entire community. We convey the cultural heritage of the nation, including the culture of the community. We facilitate the extensions of services of the school throughout the community and provide a center for community activities.

Provide the school's vision statement

The vision of Toussaint Louverture Elementary School is to provide a teaching and learning environment which sets high expectations and enables all students and teachers to perform to the best of their abilities. We will work together with our staff and community to meet the diverse academic needs of our students and to enrich the community through various opportunities.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The instructional staff recognizes the importance of equity in all classrooms and the importance of making schools and curricula reflective of all cultures and ethnicities. Throughout the year, teachers are provided with online resources for lessons that address multicultural awareness and knowledge. In addition, various cultures are recognized during the designated celebratory months. Through computer based instruction, morning announcements, plays, field trips and school wide assemblies, students are exposed to the diversity that exist in our school and the importance of appreciating other cultures. All teachers take collective responsibility for students' success, work together to unify instruction, and help students learn across all areas. Teachers infuse the content knowledge of these matters as applicable to the appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Haitian Heritage

Describe how the school creates an environment where students feel safe and respected before, during and after school

Toussaint Louverture Elementary supports a shared responsibility for student success through involvement of students, staff, families and community. We establish a safe, supportive, respectful and productive learning environment for all students and staff by celebrating and honoring diversity as an essential asset for learning. A differentiated system of school counseling services with dedicated time for whole group presentations focusing on character education, small group counseling based on identified student need, and intensive, individual counseling based on referral is applied. The school's discipline policy is addressed in the parent/student handbook and through assemblies

and is reinforced by administration, instructional and non-instructional staff. In addition, the school and district's policies regarding bullying, cyber bullying and harassment are addressed at the beginning of the year and throughout the school year when applicable. The administrative team works in collaboration with all stakeholders to ensure a safe environment.

The school employs three full-time security monitors who are assigned to their posts throughout the school day beginning at 7:30 am until 4:05 pm. Security monitors walk the campus to secure all doors, monitor student behaviors outside of the classroom and patrol the campus to ensure overall safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Toussaint Louverture Elementary follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In addition, a schoolwide discipline plan is implemented. The SOAR (Safe, Organized, Accountable & Respectful) program outlines behavioral expectations which are described and reviewed with staff and students. Teachers and staff model and practice each of the behavioral expectations throughout the year. Following the "I-HUM" strategies teachers "interact" with students, keep their "heads-up" and "move" constantly in and around students to monitor behavior. Part of this program also includes providing students with specific verbal feedback as well as incentives to promote positive behaviors. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. The school counselor visits all classrooms on a weekly basis to present these values and give examples of ways in which they can be displayed in and out of school. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages and morning announcements.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Administrators engage with the school counselor and social worker to assist in providing a differentiated delivery of services based on student/school need. These services include counseling sessions focusing on but not limited to social skills, anger management, self-esteem, problem-solving, decision making skills and family adjustment issues. Disciplinary actions include but are not limited to: removal of privileges, denial/ nonparticipation in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator. Furthermore, students and their families are referred to outside agencies to assist and provide additional support in meeting their social-emotional needs. Students with 15 unexcused absences or more during a 90 calendar day period will be referred to the Truancy Intervention Program. Parent meetings are held to develop strategies and goals to help improve student attendance.

Early Warning Systems

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

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

Administrators, instructional coaches, school counselor and school psychologist meet on a weekly basis to analyze data and identify students who have attendance, behavioral or academic concerns. Students are moved through the multi-tiered system of supports in all areas as needed. Some of the indicators reviewed include:

1. Retention
2. Excessive Absences (Excused & Unexcused)
3. Excessive Tardies
4. Three (3) or more Disciplinary Referrals
5. D or F in a Core Subject.
6. ELL six semesters or more
7. FCAT Levels 1 or 2 (Reading or Math)
8. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
9. Promotion to Grade 4 based on Good Cause

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	5	6	2	5	11	30
One or more suspensions	1	1	2	6	8	10	28
Course failure in ELA or Math	1	8	3	11	10	16	49
Level 1 on statewide assessment	1	20	26	0	16	53	116

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	2	4	5	
Students exhibiting two or more indicators	8	14	15	36	73

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

Toussaint Louverture Elementary School uses various early warning indicators based on readily accessible data which help promote student success. We systematically collect data on academic performance in diverse assessments and utilize all available information to look for patterns and identify school climate issues that may contribute to possible issues related to low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administrators and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students in K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores and needs. Differentiated Instruction is provided at all grade levels for both reading and mathematics. Truancy Intervention is addressed by the Attendance Review Committee to address students with 15 or more unexcused absences within 90 calendar days. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention. Toussaint Louverture Elementary follows

the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In addition, a schoolwide discipline plan is implemented. The SOAR (Safe, Organized, Accountable & Respectful) program outlines behavioral expectations which are described and reviewed with staff and students. Teachers and staff model and practice each of the behavioral expectations throughout the year. Following the "I-HUM" strategies teachers "interact" with students, keep their "heads-up" and "move" constantly in and around students to monitor behavior. Part of this program also includes providing students with specific verbal feedback as well as incentives to promote positive behaviors. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. The school counselor visits all classrooms on a weekly basis to present these values and give examples of ways in which they can be displayed in and out of school. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages as well as, morning announcements.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188286>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Toussaint Louverture Elementary strives to involve all families and community partners. The entire staff works towards building strong external relationships by seeing parents and community businesses as partners in helping students learn. Toussaint Louverture Elementary School creates a welcoming environment for all parents and community business leaders by greeting them warmly when they call or visit the school. Staff members maintain regular, open communication with parents about how they can assist their children at home. There is a common understanding that teachers and parents are partners and must work collaboratively to increase student learning. Every effort is made to ensure parents are active participants in their child's schooling. Parents are encouraged to volunteer their time to support the school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Woods, Marchel	Principal
Hurtado, Yusimi	Assistant Principal
Jones, Redina	Instructional Coach
Francois, Freud	Guidance Counselor

Duties

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

Mrs. Marchel D. Woods, Principal and Mrs. Yusimi Hurtado, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/Rtl , conduct assessment of MTSS/Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl plans and activities.

Redina Jones-Hall, Instructional Coach: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Weiselande Cesar, Special Education (SPED) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

Sheilla St. Fleurose, School Psychologist and Freud Francois, School Counselor: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; facilitate data-based decision-making activities.

Yves Bataille, Curriculum Content in the Home Language (CCHL) and Duna Belvilus, English Language Learner (ELL) Teachers: Participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction for ELL students.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instructions with Tier 2/3 activities.

The school’s Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School social worker
- Member of advisory group
- Community stakeholders

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A

Toussaint Louverture Elementary provides additional remediation through extended learning opportunities (after-school programs). Staff members attend professional development offered by the district under Title II and Title III funding. Curriculum Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Title I, Part C- Migrant

The school social worker in coordination with the Community Involvement Specialist and the District Migrant liaison coordinate with Title I and other programs to ensure that the unique needs of migrant students are met.

Title I, Part D

Services at our school target particularly fifth grade students in coordination with district Drop-out Prevention programs. We partner with Kids and the Power of Work (KAPOW) to conduct monthly classroom presentations for the 4th grade students.

Title II

Toussaint Louverture Elementary facilitates the following for instructional personnel:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for the Professional Development Liaison (PDL) at the school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Toussaint Louverture Elementary uses Title III Funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Hardware and software for the development of language and literacy skills in reading, mathematics and science including Imagine Learning

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Toussaint Louverture Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students through the school counselor. The counselor has been trained in the areas of violence prevention, bullying, stress management and crisis management.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows

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

Housing Programs

N/A

Head Start

N/A

Adult Education

English classes and life skills classes for adults are offered at nearby Jackson Senior Adult Education Center. Parent skill-building workshops are offered on-site by the Parent Academy.

Career and Technical Education

N/A

Job Training

N/A

Other - Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th day of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marchel Woods	Principal
Myrna Jean	Teacher
Susanna Smith	Teacher
Ivana Beris-LaFrance	Teacher
Yves Bataille	Teacher
Denise Moise	Business/Community
Sasha Leon	Education Support Employee
Bridgette Frankin	Parent
Prisca Sulfa	Parent
Rosemary Daminta	Parent
Tchela Castil	Parent
Leonel Dorril	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and providing suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed. The School Advisory Council (SAC) is the sole governing body responsible for the final decision making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for increased academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

School Advisory Council will work in conjunction with the school's leadership team to develop, monitor and modify the School Improvement Plan based on on-going student formative assessments.

Preparation of the school's annual budget and plan

The Principal shares information regarding the School's Budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Field trips for students: \$ 495.00
 Teacher incentives: \$ 464.65
 Student incentives: \$511.92

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

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Woods, Marchel	Principal
Hurtado, Yusimi	Assistant Principal
Gomis, Maria	Teacher, K-12
Smakula, Kimberly	Teacher, K-12
Cesar, Weiselande	Teacher, ESE
Belvilus, Duna	Teacher, K-12
Rodriguez, Rosa	Teacher, K-12
Jones, Redina	Instructional Coach
Bataille, Yves	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the School Leadership Team is to create capacity of reading and math knowledge within the school building and to focus on areas of literacy and mathematics that are of concern throughout the school. The principal selects team members for the School Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy and mathematics instruction across the curriculum. The instructional coaches are vital in the process of providing job embedded professional development at the school level. The principal, assistant principal, instructional coaches, grade level chairs, subject area liaisons, curriculum support staff, and other principal appointees will serve on this team.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Toussaint Louverture Elementary School strives to ensure collaboration amongst teachers. All teachers work collaboratively to promote professional growth. Teachers are active partners in school improvement, committed to the school and focused on professional development and growth. Furthermore, they share a sense of responsibility for student development, school improvement and professional growth. They are supportive and respectful of one another, personally and professionally. Teachers at Louverture Elementary School participate in weekly Grade Level Team

Meetings to discuss lesson planning, curriculum instruction, professional development needs and student academic progress. In addition, they are provided opportunities to participate in high quality professional development opportunities and professional growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal, Marchel Woods collaborates with the Human Resources Department to identify, interview and select highly qualified teachers to staff the school. Furthermore, the Principal solicits referrals from current teaching staff for potential new hires. Teachers new to the school are assigned to a grade level mentor to provide assistance and support. Subject area test tutorials are offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers are required to attend the district tutorial sessions and subsequently register to take the Florida Teacher Certification Exams by the conclusion of the school year. Eligible candidates are invited to substitute until positions become available.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers new to the profession (without previous teaching experience) are paired with a veteran teacher who is in the same grade level or in the subject area as the new teacher to serve as a mentor. Planned mentoring activities include lesson planning, modeling, sharing of best practices, classroom management and discussions regarding classroom and instructional practices. Additionally, veteran teachers review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide through various procedures for school activities, field trips and testing.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Toussaint Louverture Elementary School instruction is clear, aligned across grade levels and well structured following the district's pacing guide. Core programs and materials used by the school are those that are adopted and supported by the district and are aligned to the Florida Standards. Likewise, supplemental materials utilized are also district supported and are used to ensure instruction is aligned to the Florida Standards and grade level expectations.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Toussaint Louverture Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision and to guarantee that every student learns and is successful. The school's MTSS/Rtl Leadership Team collaborates monthly to: Analyze data such as Thinkgate and i-Ready Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation,

execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. The team provides a common vision for the use of data-based decision making to include CELLA and District Interim Assessments; establishes that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school-based MTSS/RtI plans and activities. They collaborate with teachers to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise in various areas of concern to assist individual students with assessment and interventions. In addition to providing interventions, student services personnel will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Lengthening of the school day by 60 minutes of reading intervention each day. Coordination of common planning time by grade levels to allow teachers to collaborate, plan, and engage in professional development. Materials used include Wonderworks, Saxon Phonics, i-Ready and Reflex Math.

Strategy Rationale

In order to facilitate this, the school day will be extended by sixty minutes. Students in Grades K-1 will attend school from 8:35 pm to 3:05 pm and students in grades 2-5 will attend from 8:35 am to 4:05 pm. On Wednesdays, all students in grades K - 5 will be dismissed at 3:05 pm. The times for VPK students remains the same, from 8:20 am to 1:50 pm. Students will also receive extended times for both Reading Intervention and Mathematics.

An additional hour of reading intervention/enrichment is provided to all students. This instruction is embedded in the school day without changes to other curriculum programs. Additionally, implementation of this program will ensure that students receive special area classes such as art, music and physical education despite requiring intervention in reading. In addition, the Easter Seals program is offered to students and provides additional assistance in reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Woods, Marchel, mdwoods@dadeschools.net

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

Data for students participating in the extended day is analyzed and monitored using baseline, mid-year assessments, core assessments, i-Ready Reading and Mathematics Diagnostic Assessments by instructional teachers and the Leadership Team to determine the effectiveness of the strategy. This data will be utilized to monitor student progress and identify areas of strengths and weaknesses.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents

of Preschool Youngsters (HIPYPY) Program. HIPYPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. At Toussaint Louverture Elementary School, parents from local early childhood centers are invited to an orientation session and a classroom walkthrough in order to have a more positive and smooth transition into kindergarten. All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Using the Florida Kindergarten Readiness Screener (FLKRS), all students are assessed for school readiness in the areas of Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, and Physical Development, Health and Safety. Furthermore, students will be assessed using the i-Ready Diagnostic Assessment in reading and mathematics.

Screening data will be collected and aggregated prior to October 7, 2015. Data will be used to plan daily academic and social/emotional instruction for whole group instruction as well as small group instruction for students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior.

Toussaint Louverture Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including our in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in Literacy.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in Literacy. 1a

G074020

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications, Supplemental Instructional Guides, Pacing Guide, Planning Cards, Daily Learning Targets, McGraw-Hill Wonders, McGraw-Hill WonderWorks, Saxon, Instructional Coaches; Curriculum Support Specialists,

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of the Language Arts Florida Standards to effectively deliver lessons that encompass rigor and student engagement, as a result there is ineffective instructional delivery during whole group and small group instruction.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Marchel Woods

Schedule

Quarterly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, District Mid-Year Assessments

G2. To increase student achievement by improving core instruction in Mathematics. 1a

G074021

Targets Supported 1b

Indicator	Annual Target
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Math Achievement District Assessment

Resources Available to Support the Goal 2

- Instructional Coaches, MDCPS Grade Level Pacing Guides, Florida Standards Assessments Item Specifications, Mathematical Practices Standards, Bellringers, Go Math Curriculum, i-Ready Curriculum, Collaborative Planning

Targeted Barriers to Achieving the Goal 3

- There is limited understanding of planning and instructional strategies utilizing the Math Florida standards (MAFS) and Mathematical Practices to deliver instruction.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, District Mid-Year Assessments

G3. To increase student achievement by improving core instruction in Science. 1a

G074022

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	19.0

Resources Available to Support the Goal 2

- Science Liaison, Curriculum Support Staff, FLDOE NGSSS Science Test Item Specifications, Science Pacing Guides, Discovery Education Resources, Essential Labs, AIMS Discovery Books, J&J Bootcamp, Discovery Videos, CER Tasks, Gizmos, Science Leadership Meetings (ICADS)

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the Next Generation Sunshine State Standards (NGSSS) during planning and instruction.

Plan to Monitor Progress Toward G3. 8

Administrators will monitor common planning sessions and the consistent implementation of the Next Generation Sunshine State Standards (NGSSS).

Person Responsible

Marchel Woods

Schedule

Monthly, from 9/11/2015 to 9/11/2015

Evidence of Completion

Common Planning sign-in sheets, data binders, student work folders, interactive journals, student performance assessments results, District Mid-Year Assessments

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G074023

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	30.0

Resources Available to Support the Goal 2

- School Counselor , Social Worker, Community Involvement Specialist, Attendance and Behavior Incentives, Behavior Contracts, City of Miami Police Department Liaison

Targeted Barriers to Achieving the Goal 3

- A high percentage of absenteeism has affected student achievement. Forty one percent of the students were absent from school 10 or more days during the 2014-15 school year.

Plan to Monitor Progress Toward G4. 8

EWS reports will be monitored on a weekly basis.

Person Responsible

Freud Francois

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Attendance Bulletin, Student Attendance Dashboard Report, EWS Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in Literacy. **1**

 G074020

G1.B1 Teachers lack an understanding of the Language Arts Florida Standards to effectively deliver lessons that encompass rigor and student engagement, as a result there is ineffective instructional delivery during whole group and small group instruction. **2**

 B193274

G1.B1.S1 Collaborate with teachers to develop effective whole group focused instructional lessons to include higher order thinking questions and collaborative strategies for evidence of student engagement.

4

 S204787

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 **5**

Provide professional development for teachers focusing on backwards planning and design.

Person Responsible

Redina Jones

Schedule

Weekly, from 9/11/2015 to 9/16/2015

Evidence of Completion

Agendas, sign-in sheets

Action Step 2 5

Collaborate with teachers to plan lessons focusing on backwards planning and appropriately using the standards to increase rigor.

Person Responsible

Redina Jones

Schedule

Weekly, from 9/11/2015 to 9/25/2015

Evidence of Completion

Lesson plans reflect inclusion of appropriate standards and rigor.

Action Step 3 5

Monitor the implementation of the lessons during whole group instruction to ensure delivery is targeted and rigorous.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 10/22/2015

Evidence of Completion

Classroom walkthroughs completed by the administrative team.

Action Step 4 5

Provide additional support for teachers conducting the coaching cycle and model effective implementation of rigorous instructional delivery.

Person Responsible

Redina Jones

Schedule

Weekly, from 9/11/2015 to 10/23/2015

Evidence of Completion

Coaching Cycle Logs

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

Conduct walk-throughs to follow-up on the planned strategies

Person Responsible

Marchel Woods

Schedule

Daily, from 9/11/2015 to 10/30/2015

Evidence of Completion

Common Planning sign-in sheets, coach's log, lesson plans, student work journals and student work samples.

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

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Principal's observation logs, Teacher's lesson plans, data binders, student work folders, student journals, student performance assessments

G2. To increase student achievement by improving core instruction in Mathematics. 1

G074021

G2.B1 There is limited understanding of planning and instructional strategies utilizing the Math Florida standards (MAFS) and Mathematical Practices to deliver instruction. 2

B193278

G2.B1.S1 Provide professional development on the implementation of the Florida Mathematical Practice Standards during common planning. 4

S204788

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

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

Person Responsible

Marchel Woods

Schedule

On 10/29/2015

Evidence of Completion

PD Sign-in sheets, agendas, coaching logs, and lesson plans.

Action Step 2 5

Work collaboratively during common planning to create lesson plans utilizing the backwards planning method.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2014 to 10/29/2015

Evidence of Completion

Coaching logs and lesson plans

Action Step 3 5

Consistently monitor common planning with a focus on the planning process and cognitive complexity of the objective.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 10/29/2015

Evidence of Completion

The teachers will be observed analyzing the complexity of tasks and suggesting effective strategies to utilize that align to the particular standard during common planning to improve classroom instruction.

Action Step 4 5

Work collaboratively during common planning to unwrap the standards using the Florida Standards Assessments Item Specifications to ensure that instruction is aligned to the cognitive complexity of the standard's objectives.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 10/29/2015

Evidence of Completion

Coaching logs, lesson plans, and walkthroughs

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

Conduct walk-throughs to follow-up on the planned strategies

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Common Planning sign-in sheets, coach's log, lesson plans, student work journals and student work samples.

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

Person Responsible

Yusimi Hurtado

Schedule

Weekly, from 9/11/2015 to 9/11/2015

Evidence of Completion

G3. To increase student achievement by improving core instruction in Science. 1

 G074022

G3.B1 Inconsistent use of the Next Generation Sunshine State Standards (NGSSS) during planning and instruction. 2

 B193282

G3.B1.S1 Collaborate with teachers to develop effective whole group focused instructional lessons to include higher order thinking questions and collaborative strategies for evidence of student engagement.

4

 S204789

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide professional development for targeted teachers on how to use the district pacing guide, FLDOE Science Item Specifications, along with different research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Yusimi Hurtado

Schedule

On 9/30/2015

Evidence of Completion

PD Sign-in sheets, agenda, authentic student work is visible in the classroom and in work folders during classroom walkthroughs and observations.

Action Step 2 5

Monitor common planning time to ensure that teachers are working collaboratively to select appropriate resources and tasks that are aligned to standards, in order to meet the cognitive complexity level of the particular science standard.

Person Responsible

Yusimi Hurtado

Schedule

Weekly, from 9/11/2015 to 10/29/2015

Evidence of Completion

Teachers are consistently working collaboratively to produce lesson plans that are aligned to standards.

Action Step 3 5

Monitor science instructional time to ensure that selected resources and tasks are implemented during delivery.

Person Responsible

Yusimi Hurtado

Schedule

Weekly, from 9/11/2015 to 10/29/2015

Evidence of Completion

Classroom walkthroughs and observations depict that lessons are aligned to the plans developed during collaboratively planning.

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

Conduct walk-throughs to follow-up on the planned strategies.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 9/11/2015

Evidence of Completion

Common Planning sign-in sheets, lesson plans, interactive journals and student work samples.

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

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

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Common Planning sign-in sheets, data binders, student work folders, interactive journals, student performance assessments results, District Mid-Year Assessments

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

 G074023

G4.B1 A high percentage of absenteeism has affected student achievement. Forty one percent of the students were absent from school 10 or more days during the 2014-15 school year. 2

 B193286

G4.B1.S1 Implement a system for monitoring student attendance. 4

 S204790

Strategy Rationale

Excessive Absenteeism if affecting student achievement.

Action Step 1 5

Utilize the MTSS/RtI Team to schedule meetings to review attendance problems.

Person Responsible

Freud Francois

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Increase in student attendance as evident by daily attendance bulletin and Student Attendance Dashboard Report

Action Step 2 5

Ensure teachers utilize the Attendance Procedures developed by the Leadership Team.

Person Responsible

Freud Francois

Schedule

Weekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Increase in student attendance as evident by daily attendance bulletin and Student Attendance Dashboard Report

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Consistently monitor the implementation of set attendance procedures.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Consistently monitor the implementation of set attendance procedures.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 9/11/2015 to 6/9/2016

Evidence of Completion

Appendix 1: Implementation Timeline

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

Dade - 3051 - Toussaint L'Ouverture Elem. - 2015-16 SIP
Toussaint L'Ouverture Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development for teachers focusing on backwards planning and design.	Jones, Redina	9/11/2015	Agendas, sign-in sheets	9/16/2015 weekly
G2.B1.S1.A1	Provide professional development on the implementation of the Florida Mathematical Practice Standards during common planning.	Woods, Marchel	9/11/2015	PD Sign-in sheets, agendas, coaching logs, and lesson plans.	10/29/2015 one-time
G3.B1.S1.A1	Provide professional development for targeted teachers on how to use the district pacing guide, FLDOE Science Item Specifications, along with different research-based resources that will assist in the planning and delivery of targeted instruction.	Hurtado, Yusimi	9/11/2015	PD Sign-in sheets, agenda, authentic student work is visible in the classroom and in work folders during classroom walkthroughs and observations.	9/30/2015 one-time
G4.B1.S1.A1	Utilize the MTSS/RtI Team to schedule meetings to review attendance problems.	Francois, Freud	9/11/2015	Increase in student attendance as evident by daily attendance bulletin and Student Attendance Dashboard Report	6/9/2016 weekly
G1.B1.S1.A2	Collaborate with teachers to plan lessons focusing on backwards planning and appropriately using the standards to increase rigor.	Jones, Redina	9/11/2015	Lesson plans reflect inclusion of appropriate standards and rigor.	9/25/2015 weekly
G2.B1.S1.A2	Work collaboratively during common planning to create lesson plans utilizing the backwards planning method.	Woods, Marchel	9/11/2014	Coaching logs and lesson plans	10/29/2015 weekly
G3.B1.S1.A2	Monitor common planning time to ensure that teachers are working collaboratively to select appropriate resources and tasks that are aligned to standards, in order to meet the cognitive complexity level of the particular science standard.	Hurtado, Yusimi	9/11/2015	Teachers are consistently working collaboratively to produce lesson plans that are aligned to standards.	10/29/2015 weekly
G4.B1.S1.A2	Ensure teachers utilize the Attendance Procedures developed by the Leadership Team.	Francois, Freud	9/11/2015	Increase in student attendance as evident by daily attendance bulletin and Student Attendance Dashboard Report	6/9/2016 weekly
G1.B1.S1.A3	Monitor the implementation of the lessons during whole group instruction to ensure delivery is targeted and rigorous.	Woods, Marchel	9/11/2015	Classroom walkthroughs completed by the administrative team.	10/22/2015 weekly
G2.B1.S1.A3	Consistently monitor common planning with a focus on the planning process and cognitive complexity of the objective.	Woods, Marchel	9/11/2015	The teachers will be observed analyzing the complexity of tasks and suggesting effective strategies to utilize that align to the particular standard during common planning to improve classroom instruction.	10/29/2015 weekly
G3.B1.S1.A3	Monitor science instructional time to ensure that selected resources and tasks are implemented during delivery.	Hurtado, Yusimi	9/11/2015	Classroom walkthroughs and observations depict that lessons are aligned to the plans developed during collaboratively planning.	10/29/2015 weekly
G1.B1.S1.A4	Provide additional support for teachers conducting the coaching cycle and model effective implementation of rigorous instructional delivery.	Jones, Redina	9/11/2015	Coaching Cycle Logs	10/23/2015 weekly
G2.B1.S1.A4	Work collaboratively during common planning to unwrap the standards using the Florida Standards Assessments Item Specifications to ensure that instruction is aligned to the cognitive complexity of the standard's objectives.	Woods, Marchel	9/11/2015	Coaching logs, lesson plans, and walkthroughs	10/29/2015 weekly
G1.MA1	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, data binders, student work folders, student journals, student performance	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments results, District Mid-Year Assessments	
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.	Woods, Marchel	9/11/2015	Principal's observation logs, Teacher's lesson plans, data binders, student work folders, student journals, student performance assessments	6/9/2016 weekly
G1.B1.S1.MA1	Conduct walk-throughs to follow-up on the planned strategies	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, coach's log, lesson plans, student work journals and student work samples.	10/30/2015 daily
G2.MA1	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, District Mid-Year Assessments	6/9/2016 weekly
G2.B1.S1.MA1	[no content entered]	Hurtado, Yusimi	9/11/2015		9/11/2015 weekly
G2.B1.S1.MA1	Conduct walk-throughs to follow-up on the planned strategies	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, coach's log, lesson plans, student work journals and student work samples.	6/9/2016 weekly
G3.MA1	Administrators will monitor common planning sessions and the consistent implementation of the Next Generation Sunshine State Standards (NGSSS).	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, data binders, student work folders, interactive journals, student performance assessments results, District Mid-Year Assessments	9/11/2015 monthly
G3.B1.S1.MA1	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, data binders, student work folders, interactive journals, student performance assessments results, District Mid-Year Assessments	6/9/2016 weekly
G3.B1.S1.MA1	Conduct walk-throughs to follow-up on the planned strategies.	Woods, Marchel	9/11/2015	Common Planning sign-in sheets, lesson plans, interactive journals and student work samples.	9/11/2015 weekly
G4.MA1	EWS reports will be monitored on a weekly basis.	Francois, Freud	9/11/2015	Attendance Bulletin, Student Attendance Dashboard Report, EWS Reports	6/9/2016 weekly
G4.B1.S1.MA1	Consistently monitor the implementation of set attendance procedures.	Woods, Marchel	9/11/2015		6/9/2016 biweekly
G4.B1.S1.MA1	Consistently monitor the implementation of set attendance procedures.	Woods, Marchel	9/11/2015		6/9/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in Literacy.

G1.B1 Teachers lack an understanding of the Language Arts Florida Standards to effectively deliver lessons that encompass rigor and student engagement, as a result there is ineffective instructional delivery during whole group and small group instruction.

G1.B1.S1 Collaborate with teachers to develop effective whole group focused instructional lessons to include higher order thinking questions and collaborative strategies for evidence of student engagement.

PD Opportunity 1

Provide professional development for teachers focusing on backwards planning and design.

Facilitator

Instructional Coach and Curriculum Support Specialist

Participants

Reading/Language Arts teachers

Schedule

Weekly, from 9/11/2015 to 9/16/2015

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 There is limited understanding of planning and instructional strategies utilizing the Math Florida standards (MAFS) and Mathematical Practices to deliver instruction.

G2.B1.S1 Provide professional development on the implementation of the Florida Mathematical Practice Standards during common planning.

PD Opportunity 1

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

Facilitator

Mathematics Coach and Curriculum Support Specialist

Participants

Mathematics Teachers

Schedule

On 10/29/2015

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Inconsistent use of the Next Generation Sunshine State Standards (NGSSS) during planning and instruction.

G3.B1.S1 Collaborate with teachers to develop effective whole group focused instructional lessons to include higher order thinking questions and collaborative strategies for evidence of student engagement.

PD Opportunity 1

Provide professional development for targeted teachers on how to use the district pacing guide, FLDOE Science Item Specifications, along with different research-based resources that will assist in the planning and delivery of targeted instruction.

Facilitator

Science Curriculum Support Specialist

Participants

Science Teachers

Schedule

On 9/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development for teachers focusing on backwards planning and design.	\$0.00
2	G1.B1.S1.A2	Collaborate with teachers to plan lessons focusing on backwards planning and appropriately using the standards to increase rigor.	\$0.00
3	G1.B1.S1.A3	Monitor the implementation of the lessons during whole group instruction to ensure delivery is targeted and rigorous.	\$0.00
4	G1.B1.S1.A4	Provide additional support for teachers conducting the coaching cycle and model effective implementation of rigorous instructional delivery.	\$0.00
5	G2.B1.S1.A1	Provide professional development on the implementation of the Florida Mathematical Practice Standards during common planning.	\$0.00
6	G2.B1.S1.A2	Work collaboratively during common planning to create lesson plans utilizing the backwards planning method.	\$0.00
7	G2.B1.S1.A3	Consistently monitor common planning with a focus on the planning process and cognitive complexity of the objective.	\$0.00
8	G2.B1.S1.A4	Work collaboratively during common planning to unwrap the standards using the Florida Standards Assessments Item Specifications to ensure that instruction is aligned to the cognitive complexity of the standard's objectives.	\$0.00
9	G3.B1.S1.A1	Provide professional development for targeted teachers on how to use the district pacing guide, FLDOE Science Item Specifications, along with different research-based resources that will assist in the planning and delivery of targeted instruction.	\$0.00
10	G3.B1.S1.A2	Monitor common planning time to ensure that teachers are working collaboratively to select appropriate resources and tasks that are aligned to standards, in order to meet the cognitive complexity level of the particular science standard.	\$0.00
11	G3.B1.S1.A3	Monitor science instructional time to ensure that selected resources and tasks are implemented during delivery.	\$0.00
12	G4.B1.S1.A1	Utilize the MTSS/Rtl Team to schedule meetings to review attendance problems.	\$0.00
13	G4.B1.S1.A2	Ensure teachers utilize the Attendance Procedures developed by the Leadership Team.	\$0.00
Total:			\$0.00