

Miami-Dade County Public Schools

Toussaint L'Ouverture Elementary



2016-17 Schoolwide Improvement Plan

Toussaint L'Ouverture Elementary

120 NE 59TH ST, Miami, FL 33137

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 98% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | F* | F | D |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Toussaint L'Ouverture Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Toussaint Louverture Elementary School is to pursue academic rigor through excellence in education. We are committed to preparing students academically and socially in order to be college and career ready and to become global citizens in a diverse and changing world.

b. 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 authentic learning experiences that will empower students to become lifelong learners in order to succeed in a global society.

2. School Environment

a. 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

b. 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. Furthermore, it is reinforced by administration, instructional and non-instructional staff. 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 and two part-time security monitors who are assigned to their

posts throughout the school day beginning at 7:30 am until 4:35 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.

c. 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, classroom discipline plans are implemented. The plans outline behavioral expectations which are reviewed with students. Teachers and staff model and practice each of the behavioral expectations throughout the year and provide 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. The character values of the grading period are emphasized during 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 and Success Coach visit 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.

d. 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, success coach 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/ non-participation 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 10 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.

3. Early Warning Systems

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

a. 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

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 4 | 7 | 7 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 1 | 3 | 7 | 15 | 7 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on statewide assessment | 0 | 10 | 13 | 8 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 1 | 6 | 22 | 11 | 37 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |

c. 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 10 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, classroom discipline plans are implemented. Behavioral expectations are described and reviewed with students. Students receive 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. The Character Values of the grading period are emphasized each month during 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 and Success Coach visit 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322143>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|---------------------|
| Woods, Marchel | Principal |
| Hurtado, Yusimi | Assistant Principal |
| Jones, Redina | Instructional Coach |
| Pratt, George | Instructional Coach |

b. Duties

1. 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/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Redina Jones-Hall and George D. Pratt, Instructional Coaches: 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, Freud Francois, School Counselor and Lionita Coleman, Success Coach: 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

2. 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/RtI 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 Coaches identify systematic patterns of student needs 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 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 II

Toussaint Louverture Elementary facilitates the following for instructional personnel:

- information 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 retained third graders as well as rising third graders.

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 Miami 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, specific interventions such as extended day remedial tutorial instruction and differentiated instruction/intervention.

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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Marchel Woods | Principal |
| Susanna Smith | Teacher |
| Ivana Beris-LaFrance | Teacher |
| Sasha Leon | Education Support Employee |
| Lionel Dorvil | Parent |
| Maria Gomis | Teacher |
| Martine Souffrant | Business/Community |
| Miriam Holston | Teacher |
| Anne Charles | Student |
| Redina Jones-Hall | Education Support Employee |
| Egretha Eugene | Parent |
| Nathaniel Joseph | Business/Community |
| Inga Samuel | Teacher |
| Jacqueline De La Rosa | Parent |
| Judith Gadea de Andrade | Parent |

b. Duties

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

a. 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 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 FSA when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

b. 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.

c. 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.

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

Grade Level Student Incentives: \$ 1200.00

School Wide Student incentives: \$850.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Woods, Marchel | Principal |
| Hurtado, Yusimi | Assistant Principal |
| Gomis, Maria | Teacher, K-12 |
| Cesar, Weiselande | Teacher, ESE |
| Belvilus, Duna | Teacher, K-12 |
| Jones, Redina | Instructional Coach |
| Bataille, Yves | Teacher, K-12 |
| Pratt, George | |
| Barr, Robin | Teacher, K-12 |
| Samuel, Inga | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The purpose of the School Leadership Team is to create capacity of reading and mathematics and science knowledge within the school building and to focus on areas of literacy, mathematics and science 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, mathematics and science 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 and attends frequent job fairs to ensure that the school is fully staffed with highly qualified teachers. 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.

3. 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 assigned to the same 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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/RtI Leadership Team collaborates monthly to: Analyze data such as G2D 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 ACCESS 2.0, District Mid-Year Assessments and Topic/e-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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 (HIPPY) Program. HIPPY 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 5, 2016. 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers develop plans that are clear, logical, sequential and aligned to the Florida Standards, then the delivery of instruction will be explicit and rigorous.
- G2.** If teachers present lessons clearly and skillfully using explicit instruction and strategically utilize data to drive instruction, then students will perform higher on standardized testing.
- G3.** If science teachers participate in additional planning, then content knowledge will increase aiding in the selection of appropriate activities and the delivery of science instruction.
- G4.** If the Values Matter initiative is consistently implemented, then there will be a positive impact in the overall school environment.

Strategic Goals Detail

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

G1. If teachers develop plans that are clear, logical, sequential and aligned to the Florida Standards, then the delivery of instruction will be explicit and rigorous. 1a

G088068

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 35.0 |
| FSA Mathematics Achievement | 46.0 |
| FCAT 2.0 Science Proficiency | 32.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need to develop plans that are clear, logical, sequential and aligned to the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications, Supplemental Instructional Guides, i-Ready Data, FSA & SAT-10 Data, Pacing Guides, Planning Cards, Daily Learning Targets, McGraw-Hill Wonders, McGraw-Hill WonderWorks, Saxon, Instructional Coaches; Curriculum Support Specialists,

Plan to Monitor Progress Toward G1. 8

The Leadership Team will conduct data chats to analyze data, and provide support on the grouping of students and the selection of instructional resources.

Person Responsible

Marchel Woods

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, ongoing progress monitoring District Assessments.

G2. If teachers present lessons clearly and skillfully using explicit instruction and strategically utilize data to drive instruction, then students will perform higher on standardized testing. 1a

G088069

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 46.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers require further assistance during planning in order to understand the content limits of assessed standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach, Curriculum Support Specialist, MDCPS Grade Level Pacing Guides, Florida Standards Assessments Item Specifications, State and District Assessments, Go Math Curriculum, Collaborative Planning.

Plan to Monitor Progress Toward G2. 8

Assessment data will be consistently monitored and reviewed in order to determine the effectiveness of instructional delivery as it pertains to rigor and content limits.

Person Responsible

Marchel Woods

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Data binders, student work folders, student journals, topic assessments results, District Mid-Year Assessments

G3. If science teachers participate in additional planning, then content knowledge will increase aiding in the selection of appropriate activities and the delivery of science instruction. 1a

G088070

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 32.0 |

Targeted Barriers to Achieving the Goal 3

- Additional planning is required to build content knowledge and aid in the selection of appropriate activities in order to improve the delivery of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 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)

Plan to Monitor Progress Toward G3. 8

Administrators will conduct classroom walkthroughs to ensure that there is consistent implementation of the Next Generation Sunshine State Standards (NGSSS).

Person Responsible

Marchel Woods

Schedule

Monthly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Student work folders, interactive journals, student performance assessments results

G4. If the Values Matter initiative is consistently implemented, then there will be a positive impact in the overall school environment. 1a

G088071

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 21.0 |

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of the Values Matter Miami initiative to create a positive school environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselor , Success Coach, Social Worker, Community Involvement Specialist, Attendance and Behavior Incentives, Behavior Contracts

Plan to Monitor Progress Toward G4. 8

Student referrals and EWS reports will be monitored on a weekly basis.

Person Responsible

Freud Francois

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Student referrals and 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. If teachers develop plans that are clear, logical, sequential and aligned to the Florida Standards, then the delivery of instruction will be explicit and rigorous. 1

G088068

G1.B1 Teachers need to develop plans that are clear, logical, sequential and aligned to the Florida Standards. 2

B234164

G1.B1.S1 During common planning, the Curriculum Support Specialist and Reading Coach will collaborate with teachers to develop lessons for whole group and differentiated instruction based on students' developmental needs. 4

S246950

Strategy Rationale

Students will experience and engage in explicit instruction, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use proper resources including student data to ascertain strengths and weaknesses and identify clear and accessible future instructional paths.

Action Step 1 5

Collaborate with teachers to develop lessons for whole group and differentiated instruction based on students' needs using resources such as McGraw-Hill resources and i-Ready lessons.

Person Responsible

Redina Jones

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Agendas, lesson plans

Action Step 2 5

Monitor the implementation of lessons during whole and small group instruction to ensure lessons are delivered as planned.

Person Responsible

Redina Jones

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Classroom walkthroughs completed by the administrative team and instructional coach.

Action Step 3 **5**

Provide additional support for teachers by conducting the coaching cycle and modeling effective implementation of explicit instructional delivery.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Classroom walkthroughs completed by the administrative team.

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

Conduct classroom walkthroughs to ensure lessons are delivered as planned.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Common Planning agendas, 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 9/5/2016 to 6/8/2017

Evidence of Completion

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


G2. If teachers present lessons clearly and skillfully using explicit instruction and strategically utilize data to drive instruction, then students will perform higher on standardized testing. **1**

 G088069

G2.B1 Teachers require further assistance during planning in order to understand the content limits of assessed standards. **2**

 B234167

G2.B1.S1 During common planning, the Curriculum Support Specialist and Mathematics Coach will collaborate with teachers to provide professional development on the MAFS Standards and content limits. **4**

 S246951

Strategy Rationale

As a result of explicit and engaging instructional lessons, students will experience and master course standards. Student data will be used to determine strengths and weaknesses in order to identify a clear instructional path.

Action Step 1 **5**

Provide professional development during collaborative planning to ensure that teachers understand the standard and content limits in order to explain concepts in a logical and sequential manner.

Person Responsible

George Pratt

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Agendas, coaching logs, and lesson plans.

Action Step 2 **5**

Monitor common planning to ensure that lessons are being executed as planned.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

The teachers will be observed on the level of rigor addressed in planning during their instructional delivery.

Action Step 3 **5**

Provide guidance and support during grade level common planning to address concerns and questions regarding student performance and instructional delivery strategies.

Person Responsible

George Pratt

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Coaching logs, agendas, lesson plans.

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

Classroom walkthroughs will be conducted to follow-up on the strategies obtained during grade level common planning.

Person Responsible

Marchel Woods

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Lesson plans, student work journals and student work samples.

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

Administrators will attend and monitor common planning meetings.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Agendas

G3. If science teachers participate in additional planning, then content knowledge will increase aiding in the selection of appropriate activities and the delivery of science instruction. 1

G088070

G3.B1 Additional planning is required to build content knowledge and aid in the selection of appropriate activities in order to improve the delivery of instruction. 2

B234171

G3.B1.S1 Collaborate with teachers to utilize the NGSSS Test Item Specifications, Planning Cards and other resources found in OneDrive in order to plan strategically and ensure that instruction is aligned to science standards. 4

S246952

Strategy Rationale

Students will be engaged in purposeful activities aligned to the standards including hands-on and digital labs as well as, cooperative learning activities, Think, Pair, Share centers and the use of the Five E's.

Action Step 1 5

Provide professional development for targeted third through fifth grade teachers on how to effectively utilize the FLDOE Science Test Item Specifications, the Planning Cards and other resources found in One Drive as well as the Fair Game Benchmarks to drive instruction.

Person Responsible

Isbel Salgueiro

Schedule

On 6/8/2017

Evidence of Completion

PD Sign-in sheets, agenda, lessons plans, student work aligned to standards is visible in the classroom and in work folders during classroom walkthroughs and observations.

Action Step 2 5

Monitor science instructional time to ensure that instruction is aligned to the standards.

Person Responsible

Yusimi Hurtado

Schedule

Weekly, from 9/7/2016 to 6/8/2017

Evidence of Completion

Teachers produce lesson plans that are aligned to the NGSSS standards.

Action Step 3 5

Provide additional support for teachers and model effective implementation as needed.

Person Responsible

Yusimi Hurtado

Schedule

Weekly, from 9/7/2016 to 6/8/2017

Evidence of Completion

Classroom walkthroughs and observations demonstrate that lessons are aligned to the science standards.

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

Conduct classroom walkthroughs to follow-up on the planned strategies.

Person Responsible

Marchel Woods

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Lesson plans, interactive journals and student work samples.

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

Monitor science instruction to ensure that lessons are aligned to the NGSSS.

Person Responsible

Marchel Woods

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Student work folders, interactive journals, student performance assessments results.

G4. If the Values Matter initiative is consistently implemented, then there will be a positive impact in the overall school environment. 1

G088071

G4.B1 Inconsistent implementation of the Values Matter Miami initiative to create a positive school environment. 2

B234174

G4.B1.S1 Create a schedule for the Counselor/Success Coach to visit classrooms on a weekly basis to implement the Values Matter Miami Curriculum and recognize students who display the character values for the grading period during morning announcements. 4

S246953

Strategy Rationale

Foster the development of ethical and responsible individuals by teaching students about the core character values and other important traits demonstrated by productive citizens.

Action Step 1 5

Implement the Values Matter Miami Curriculum to individual classes.

Person Responsible

Freud Francois

Schedule

Weekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Diligence and a sense of responsibility are some of the main core values taught in character education. With the teaching of these values, students will learn how to focus on their studies, and more importantly they will have the drive that will make them want to do well in their academic subjects.

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

Monitor the implementation of the Values Matter Miami Curriculum.

Person Responsible

Marchel Woods

Schedule

Biweekly, from 9/12/2016 to 6/8/2017

Evidence of Completion

Schedule, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Conduct classroom walkthroughs to monitor the implementation the Values Matter Miami Curriculum.

Person Responsible

Marchel Woods

Schedule

Weekly, from 9/12/2016 to 6/8/2017






Evidence of Completion

Impact on student achievement.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.MA1 M334266 | The Leadership Team will conduct data chats to analyze data, and provide support on the grouping of... | Woods, Marchel | 8/29/2016 | Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, ongoing progress monitoring District Assessments. | 6/8/2017 quarterly |
| G2.MA1 M334269 | Assessment data will be consistently monitored and reviewed in order to determine the effectiveness... | Woods, Marchel | 8/29/2016 | Data binders, student work folders, student journals, topic assessments results, District Mid-Year Assessments | 6/8/2017 weekly |
| G3.MA1 M334272 | Administrators will conduct classroom walkthroughs to ensure that there is consistent... | Woods, Marchel | 8/30/2016 | Student work folders, interactive journals, student performance assessments results | 6/8/2017 monthly |
| G4.MA1 M334275 | Student referrals and EWS reports will be monitored on a weekly basis. | Francois, Freud | 8/30/2016 | Student referrals and EWS Reports | 6/8/2017 weekly |
| G1.B1.S1.MA1 M334264 | Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional... | Woods, Marchel | 9/5/2016 | Principal's observation logs, Teacher's lesson plans, data binders, student work folders, student journals, student performance assessments | 6/8/2017 weekly |
| G1.B1.S1.MA1 M334265 | Conduct classroom walkthroughs to ensure lessons are delivered as planned. | Woods, Marchel | 9/5/2016 | Common Planning agendas, coach's log, lesson plans, student work journals and student work samples. | 6/8/2017 weekly |
| G1.B1.S1.A1 A321066 | Collaborate with teachers to develop lessons for whole group and differentiated instruction based... | Jones, Redina | 8/29/2016 | Agendas, lesson plans | 6/8/2017 weekly |
| G1.B1.S1.A2 A321067 | Monitor the implementation of lessons during whole and small group instruction to ensure lessons... | Jones, Redina | 9/5/2016 | Classroom walkthroughs completed by the administrative team and instructional coach. | 6/8/2017 weekly |
| G1.B1.S1.A3 A321068 | Provide additional support for teachers by conducting the coaching cycle and modeling effective... | Woods, Marchel | 9/5/2016 | Classroom walkthroughs completed by the administrative team. | 6/8/2017 weekly |
| G2.B1.S1.MA1 M334267 | Administrators will attend and monitor common planning meetings. | Woods, Marchel | 8/30/2016 | Agendas | 6/8/2017 biweekly |
| G2.B1.S1.MA1 M334268 | Classroom walkthroughs will be conducted to follow-up on the strategies obtained during grade level... | Woods, Marchel | 8/29/2016 | Lesson plans, student work journals and student work samples. | 6/8/2017 weekly |
| G2.B1.S1.A1 A321069 | Provide professional development during collaborative planning to ensure that teachers understand... | Pratt, George | 8/29/2016 | Agendas, coaching logs, and lesson plans. | 6/8/2017 weekly |
| G2.B1.S1.A2 A321070 | Monitor common planning to ensure that lessons are being executed as planned. | Woods, Marchel | 8/29/2016 | The teachers will be observed on the level of rigor addressed in planning during their instructional delivery. | 6/8/2017 biweekly |
| G2.B1.S1.A3 A321071 | Provide guidance and support during grade level common planning to address concerns and questions... | Pratt, George | 8/29/2016 | Coaching logs, agendas, lesson plans. | 6/8/2017 weekly |
| G3.B1.S1.MA1 M334270 | Monitor science instruction to ensure that lessons are aligned to the NGSSS. | Woods, Marchel | 8/30/2016 | Student work folders, interactive journals, student performance assessments results. | 6/8/2017 weekly |
| G3.B1.S1.MA1 M334271 | Conduct classroom walkthroughs to follow-up on the planned strategies. | Woods, Marchel | 8/30/2016 | Lesson plans, interactive journals and student work samples. | 6/8/2017 weekly |
| G3.B1.S1.A1 A321072 | Provide professional development for targeted third through fifth grade teachers on how to... | Salgueiro, Isabel | 9/7/2016 | PD Sign-in sheets, agenda, lessons plans, student work aligned to standards is visible in the classroom and in work folders during classroom walkthroughs and observations. | 6/8/2017 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------|-------------------------------|---|----------------------|
| G3.B1.S1.A2  A321073 | Monitor science instructional time to ensure that instruction is aligned to the standards. | Hurtado, Yusimi | 9/7/2016 | Teachers produce lesson plans that are aligned to the NGSSS standards. | 6/8/2017 weekly |
| G3.B1.S1.A3  A321074 | Provide additional support for teachers and model effective implementation as needed. | Hurtado, Yusimi | 9/7/2016 | Classroom walkthroughs and observations demonstrate that lessons are aligned to the science standards. | 6/8/2017 weekly |
| G4.B1.S1.MA1  M334273 | Conduct classroom walkthroughs to monitor the implementation the Values Matter Miami Curriculum. | Woods, Marchel | 9/12/2016 | Impact on student achievement. | 6/8/2017 weekly |
| G4.B1.S1.MA1  M334274 | Monitor the implementation of the Values Matter Miami Curriculum. | Woods, Marchel | 9/12/2016 | Schedule, lesson plans | 6/8/2017 biweekly |
| G4.B1.S1.A1  A321075 | Implement the Values Matter Miami Curriculum to individual classes. | Francois, Freud | 9/12/2016 | Diligence and a sense of responsibility are some of the main core values taught in character education. With the teaching of these values, students will learn how to focus on their studies, and more importantly they will have the drive that will make them want to do well in their academic subjects. | 6/8/2017 weekly |

V. Professional Development Opportunities

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

G1. If teachers develop plans that are clear, logical, sequential and aligned to the Florida Standards, then the delivery of instruction will be explicit and rigorous.

G1.B1 Teachers need to develop plans that are clear, logical, sequential and aligned to the Florida Standards.

G1.B1.S1 During common planning, the Curriculum Support Specialist and Reading Coach will collaborate with teachers to develop lessons for whole group and differentiated instruction based on students' developmental needs.

PD Opportunity 1

Collaborate with teachers to develop lessons for whole group and differentiated instruction based on students' needs using resources such as McGraw-Hill resources and i-Ready lessons.

Facilitator

Instructional Coach and Curriculum Support Specialist

Participants

Reading/Language Arts teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

G2. If teachers present lessons clearly and skillfully using explicit instruction and strategically utilize data to drive instruction, then students will perform higher on standardized testing.

G2.B1 Teachers require further assistance during planning in order to understand the content limits of assessed standards.

G2.B1.S1 During common planning, the Curriculum Support Specialist and Mathematics Coach will collaborate with teachers to provide professional development on the MAFS Standards and content limits.

PD Opportunity 1

Provide professional development during collaborative planning to ensure that teachers understand the standard and content limits in order to explain concepts in a logical and sequential manner.

Facilitator

Mathematics Coach and Curriculum Support Specialist

Participants

Mathematics Teachers

Schedule

Weekly, from 8/29/2016 to 6/8/2017

G3. If science teachers participate in additional planning, then content knowledge will increase aiding in the selection of appropriate activities and the delivery of science instruction.

G3.B1 Additional planning is required to build content knowledge and aid in the selection of appropriate activities in order to improve the delivery of instruction.

G3.B1.S1 Collaborate with teachers to utilize the NGSSS Test Item Specifications, Planning Cards and other resources found in OneDrive in order to plan strategically and ensure that instruction is aligned to science standards.

PD Opportunity 1

Provide professional development for targeted third through fifth grade teachers on how to effectively utilize the FLDOE Science Test Item Specifications, the Planning Cards and other resources found in One Drive as well as the Fair Game Benchmarks to drive instruction.

Facilitator

Science Curriculum Support Specialist

Participants

Science Teachers

Schedule

On 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|--|---------------|
| 1 | G1.B1.S1.A1 | Collaborate with teachers to develop lessons for whole group and differentiated instruction based on students' needs using resources such as McGraw-Hill resources and i-Ready lessons. | \$0.00 |
| 2 | G1.B1.S1.A2 | Monitor the implementation of lessons during whole and small group instruction to ensure lessons are delivered as planned. | \$0.00 |
| 3 | G1.B1.S1.A3 | Provide additional support for teachers by conducting the coaching cycle and modeling effective implementation of explicit instructional delivery. | \$0.00 |
| 4 | G2.B1.S1.A1 | Provide professional development during collaborative planning to ensure that teachers understand the standard and content limits in order to explain concepts in a logical and sequential manner. | \$0.00 |
| 5 | G2.B1.S1.A2 | Monitor common planning to ensure that lessons are being executed as planned. | \$0.00 |
| 6 | G2.B1.S1.A3 | Provide guidance and support during grade level common planning to address concerns and questions regarding student performance and instructional delivery strategies. | \$0.00 |
| 7 | G3.B1.S1.A1 | Provide professional development for targeted third through fifth grade teachers on how to effectively utilize the FLDOE Science Test Item Specifications, the Planning Cards and other resources found in One Drive as well as the Fair Game Benchmarks to drive instruction. | \$0.00 |
| 8 | G3.B1.S1.A2 | Monitor science instructional time to ensure that instruction is aligned to the standards. | \$0.00 |
| 9 | G3.B1.S1.A3 | Provide additional support for teachers and model effective implementation as needed. | \$0.00 |
| 10 | G4.B1.S1.A1 | Implement the Values Matter Miami Curriculum to individual classes. | \$0.00 |
| Total: | | | \$0.00 |