

Miami-Dade County Public Schools

Toussaint L'Ouverture Elementary



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	F

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Toussaint L'Ouverture Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 L'Ouverture 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 L'Ouverture Elementary School is to provide a teaching and learning environment which sets high expectations and authentic learning experiences that will empower students to become life-long 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 exists 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 L'Ouverture 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 security monitors for eight hours who are assigned to their posts throughout the school day. In addition, 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 counselor and Success Coach visit classrooms to present the district core 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 school-wide via assemblies, 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 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. Furthermore, students and their families are referred to outside agencies to assist and provide additional support in meeting their social-emotional needs. There is a school-wide attendance incentive program that addresses student attendance on a variety of levels including counseling, incentives and referrals. Parent meetings will held on a case by case basis to develop strategies and goals to help improve student attendance.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 counselors and school psychologists meet on a bi-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 (MTSS) 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. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
8. 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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	6	14	14	7	7	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	6	24	22	14	32	0	0	0	0	0	0	0	98

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	7	19	20	23	35	0	0	0	0	0	0	0	105

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

Toussaint L'Ouverture 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 L'Ouverture Elementary follows the 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 school-wide via assemblies, parent meetings, letters, Connect Ed messages and morning announcements.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, instructional coaches present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children. The Success Coach provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so that they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.

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 L'Ouverture 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 L'Ouverture 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

1. School Leadership Team

a. Membership

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

Name	Title
Dobao, Lilia	Principal
Hurtado, Yusimi	Assistant Principal
Pratt, George	Instructional Coach
Louis-Jean, Kartia	Instructional Coach
Bataille, Yves	Other
Piard, Raymonde	Other
Cesar, Weiselande	Teacher, ESE
Fernandez, Virgen	School Counselor
Coleman, Lionita	School Counselor

b. Duties

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

Dr. Lilia A. Dobao, 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 Rtl , conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.

Kartia Louis-Jean 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.

The School Psychologist, Virgen Fernandez, 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 Raymonde Piard, 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.

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 L'Ouverture 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 L'Ouverture 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 L'Ouverture 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 L'Ouverture 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 and other referral services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Lilia A. Dobao	Principal
Susanna Smith	Teacher
Ivana Beris-LaFrance	Teacher
Sasha Leon	Education Support Employee
Maria Gomis	Teacher
Miriam Holston	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

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

SAC will work in conjunction with the school's leadership team to develop, monitor and modify the SIP 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
Dobao, Lilia	Principal
Hurtado, Yusimi	Assistant Principal
Cesar, Weiselande	Teacher, ESE
Bataille, Yves	Teacher, K-12
Pratt, George	Teacher, K-12
Barr, Robin	Teacher, K-12
Louis-Jean, Kartia	Instructional Coach
Mullings, Priscilla	Teacher, PreK
Jhones, Lindsey	Teacher, K-12
Holston, Miriam	Teacher, K-12
Piard, Raymonde	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, curriculum support staff, and other principal appointees will serve on this team.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Toussaint L'Ouverture 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 Toussaint L'Ouverture 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, Dr. Lilia A. Dobao 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 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 L'Ouverture 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 L'Ouverture 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 Support Team/RtI Leadership Team collaborates monthly to: Analyze data such as i-Ready Reports and link it to instructional decisions; and 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. 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 60 minutes. Students in Grades K-1 will attend school from 8:35 am 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.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Dobao, Lilia, ldobao@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

At Toussaint L'Ouverture Elementary School, parents from local early childhood centers are invited to an orientation session 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. 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.

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.

N/A

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

N/A

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

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all content areas, then student achievement will increase.

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 core instruction is improved in all content areas, then student achievement will increase. 1a

G096670

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	46.0
Statewide Science Assessment Achievement	32.0

Targeted Barriers to Achieving the Goal 3

- There is a need to conduct data chats on a consistent basis and expose students to technology and real-world experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Power Bi
- Student FSA performance results
- Student iReady Data
- ELA weekly assessments
- Science topic assessments
- Math assessments

Plan to Monitor Progress Toward G1. 8

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible

Lilia Dobao

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessment, iReady data, topic assessments, data chat protocol

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. **1**

 G096670

G1.B1 There is a need to conduct data chats on a consistent basis and expose students to technology and real-world experiences. **2**

 B260013

G1.B1.S1 Administrators and transformation coaches will embed data protocols into common planning sessions. **4**

 S275446

Strategy Rationale

Data protocols will provide a systemic process that will ensure chats are conducted with efficacy and consistency.

Action Step 1 **5**

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Lilia Dobao

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Plan, iCAD schedule, agenda

Action Step 2 **5**

Transformation coaches will attend monthly Transformation Coach Cohorts (TCC) to support content area instruction.

Person Responsible

Lilia Dobao

Schedule

Monthly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Action Plan, TCC schedule, Transformation Coach logs

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Lilia Dobao

Schedule

Triannually, from 9/8/2017 to 5/31/2018

Evidence of Completion

Action Plan

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Lilia Dobao

Schedule

Triannually, from 7/18/2017 to 5/31/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on the District and State assessments.

Person Responsible

Lilia Dobao

Schedule

Triannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct common planning.

Person Responsible

Lilia Dobao

Schedule

Weekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, support logs, agenda

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Lilia Dobao

Schedule

Monthly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheet

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

Leadership teams will attend the common planning sessions to ensure student data is being discussed.

Person Responsible

Lilia Dobao

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agenda, sign-in sheets, data binders, student journals, student work folders

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

Leadership team will meet weekly to discuss and monitor the implementation of school-wide data chats.

Person Responsible

Lilia Dobao

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Common planning schedule, common planning agendas, School-wide data

G1.B1.S2 An additional teacher and hourly certified interventionists will work daily and implement differentiated instruction in support of school goals. 4

 S275447

Strategy Rationale

An additional teacher and additional interventionists support smaller teacher student ratio in providing direct instruction to students in areas identifies as needing improvement.

Action Step 1 5

An additional teacher and hourly certified interventionists will work daily and implement differentiated instruction in support of school goals.

Person Responsible

Lilia Dobao

Schedule

Daily, from 9/19/2017 to 5/25/2018

Evidence of Completion

Student intervention folders and assessment monitoring will be used as evidence of goal achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Interventionists will plan daily with coaches. Walkthroughs will be conducted by administration and student assessment data will be collected and reviewed.

Person Responsible

Lilia Dobao

Schedule

Weekly, from 9/19/2017 to 5/25/2018

Evidence of Completion

Student intervention work folders, administrative walkthrough logs and coaches planning meeting agendas will be used as evidence of monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will conduct walkthroughs and review student work product.

Person Responsible

Lilia Dobao

Schedule

Weekly, from 9/19/2017 to 5/25/2018

Evidence of Completion

Student work product in differentiated instruction groups.

G1.B1.S3 Computers will be purchased for use in classrooms and labs to support student progress and academic achievement. 4

 S275448

Strategy Rationale

Computers in classrooms and labs will provide students with more opportunities to access research based software to enhance and enrich their learning opportunities.

Action Step 1 5

Computers will be purchased and placed in classes and in labs.

Person Responsible

Lilia Dobao

Schedule

On 4/6/2018

Evidence of Completion

Purchased equipment.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Computers will be purchased.

Person Responsible

Lilia Dobao

Schedule

On 4/6/2018

Evidence of Completion

Computers purchased and used by students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration will create a distribution plan for placement of purchased equipment and update of labs.

Person Responsible

Lilia Dobao

Schedule

On 4/6/2018

Evidence of Completion

I-ready usage report will show gains in student usage.

G1.B1.S4 Provide educational field trips to enrich the curriculum and expose students to real life applications. 4

 S275449

Strategy Rationale

Research indicates that real world experiences helps to support classroom instruction to make connections from text to application.

Action Step 1 5

Provide various educational field trips where students are provided opportunities to connect classroom learning to real world experiences.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018

Evidence of Completion

field trip forms, aligned assignments to field trip experiences.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Educational field trip experiences will be monitored by field trip forms and funds expenditures in that area.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018

Evidence of Completion

field trip forms, lesson plans, student assignments

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The support for educational field trips will be to assist teachers in finding experiences that align to the curriculum.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018

Evidence of Completion

lesson plans, student assignments, field trip forms

G1.B1.S5 Provide additional classroom supplies and materials to enhance the quality of extended learning opportunities for students. 4

 S275450

Strategy Rationale

Additional classroom supplies and materials are necessary to create effective extended learning opportunities.

Action Step 1 5

Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018

Evidence of Completion

purchase orders, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The fidelity of providing additional materials will be monitored through the use of the district's purchasing manual.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018

Evidence of Completion

purchase orders

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

The effectiveness of the intervention program will be monitored by walkthroughs and data reports.

Person Responsible

Lilia Dobao

Schedule

On 5/31/2018




Evidence of Completion

walkthrough logs, data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S3.MA1  M398233	Administration will create a distribution plan for placement of purchased equipment and update of...	Dobao, Lilia	10/16/2017	I-ready usage report will show gains in student usage.	4/6/2018 one-time
G1.B1.S3.MA1  M398234	Computers will be purchased.	Dobao, Lilia	10/16/2017	Computers purchased and used by students.	4/6/2018 one-time
G1.B1.S3.A1  A369777	Computers will be purchased and placed in classes and in labs.	Dobao, Lilia	10/16/2017	Purchased equipment.	4/6/2018 one-time
G1.B1.S2.MA1  M398231	Administration will conduct walkthroughs and review student work product.	Dobao, Lilia	9/19/2017	Student work product in differentiated instruction groups.	5/25/2018 weekly
G1.B1.S2.MA1  M398232	Interventionists will plan daily with coaches. Walkthroughs will be conducted by administration...	Dobao, Lilia	9/19/2017	Student intervention work folders, administrative walkthrough logs and coaches planning meeting agendas will be used as evidence of monitoring.	5/25/2018 weekly
G1.B1.S2.A1  A369776	An additional teacher and hourly certified interventionists will work daily and implement...	Dobao, Lilia	9/19/2017	Student intervention folders and assessment monitoring will be used as evidence of goal achievement.	5/25/2018 daily
G1.B1.S1.A1  A369769	Administrators will participate in monthly iCADS to support content area instruction.	Dobao, Lilia	9/1/2017	Action Plan, iCAD schedule, agenda	5/31/2018 monthly
G1.B1.S1.A2  A369770	Transformation coaches will attend monthly Transformation Coach Cohorts (TCC) to support content...	Dobao, Lilia	8/24/2017	Action Plan, TCC schedule, Transformation Coach logs	5/31/2018 monthly
G1.B1.S1.A3  A369771	Conduct the Instructional Review process and identify action steps required to eliminate the...	Dobao, Lilia	9/8/2017	Action Plan	5/31/2018 triannually
G1.B1.S1.A4  A369772	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Dobao, Lilia	7/18/2017	Strategic Planning schedule, assessment data	5/31/2018 triannually
G1.B1.S1.A5  A369773	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Dobao, Lilia	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/31/2018 triannually
G1.B1.S1.A6  A369774	Content area teams will meet weekly to conduct common planning.	Dobao, Lilia	8/17/2017	Sign-in sheets, support logs, agenda	5/31/2018 weekly
G1.B1.S1.A7  A369775	Provide meaningful professional development during faculty meetings.	Dobao, Lilia	8/17/2017	Agenda, sign-in sheet	5/31/2018 monthly
G1.B1.S4.MA1  M398235	The support for educational field trips will be to assist teachers in finding experiences that...	Dobao, Lilia	11/1/2017	lesson plans, student assignments, field trip forms	5/31/2018 one-time
G1.B1.S4.MA1  M398236	Educational field trip experiences will be monitored by field trip forms and funds expenditures in...	Dobao, Lilia	11/1/2017	field trip forms, lesson plans, student assignments	5/31/2018 one-time
G1.B1.S4.A1  A369778	Provide various educational field trips where students are provided opportunities to connect...	Dobao, Lilia	11/1/2017	field trip forms, aligned assignments to field trip experiences.	5/31/2018 one-time
G1.B1.S5.MA1  M398237	The effectiveness of the intervention program will be monitored by walkthroughs and data reports.	Dobao, Lilia	11/1/2017	walkthrough logs, data reports	5/31/2018 one-time
G1.B1.S5.MA1  M398238	The fidelity of providing additional materials will be monitored through the use of the district's...	Dobao, Lilia	11/1/2017	purchase orders	5/31/2018 one-time
G1.B1.S5.A1  A369779	Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.	Dobao, Lilia	11/1/2017	purchase orders, walkthroughs	5/31/2018 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
G1.MA1  M398239	Leadership team will review data to ensure that students are making progress towards the goal.	Dobao, Lilia	9/25/2017	Unit/chapter assessment, iReady data, topic assessments, data chat protocol	6/7/2018 every-3-weeks
G1.B1.S1.MA1  M398229	Leadership team will meet weekly to discuss and monitor the implementation of school-wide data...	Dobao, Lilia	9/25/2017	Common planning schedule, common planning agendas, School-wide data	6/7/2018 weekly
G1.B1.S1.MA1  M398230	Leadership teams will attend the common planning sessions to ensure student data is being...	Dobao, Lilia	9/25/2017	Agenda, sign-in sheets, data binders, student journals, student work folders	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 There is a need to conduct data chats on a consistent basis and expose students to technology and real-world experiences.

G1.B1.S1 Administrators and transformation coaches will embed data protocols into common planning sessions.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Principal, Assistant Principal, Transformation Coaches, Curriculum Support Specialist

Participants

Instructional staff

Schedule

Monthly, from 8/17/2017 to 5/31/2018

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	Administrators will participate in monthly iCADS to support content area instruction.				\$0.00
2	G1.B1.S1.A2	Transformation coaches will attend monthly Transformation Coach Cohorts (TCC) to support content area instruction.				\$0.00
3	G1.B1.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.				\$0.00
4	G1.B1.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				\$0.00
5	G1.B1.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on the District and State assessments.				\$0.00
6	G1.B1.S1.A6	Content area teams will meet weekly to conduct common planning.				\$0.00
7	G1.B1.S1.A7	Provide meaningful professional development during faculty meetings.				\$0.00
8	G1.B1.S2.A1	An additional teacher and hourly certified interventionists will work daily and implement differentiated instruction in support of school goals.				\$152,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	3051 - Toussaint L'Ouverture Elem.	UniSIG		\$152,200.00
			Notes: Notes Money to cover salaries of hourly interventionists.			
9	G1.B1.S3.A1	Computers will be purchased and placed in classes and in labs.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1150	644-Computer Hardware Non-Capitalized	3051 - Toussaint L'Ouverture Elem.	UniSIG		\$5,000.00
			Notes: Notes: Computer purchases			
10	G1.B1.S4.A1	Provide various educational field trips where students are provided opportunities to connect classroom learning to real world experiences.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3051 - Toussaint L'Ouverture Elem.	UniSIG		\$5,000.00
			Notes: Notes			
11	G1.B1.S5.A1	Purchase additional materials and supplies to ensure the effectiveness of the intervention programs.				\$5,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3051 - Toussaint L'Ouverture Elem.	UniSIG		\$5,000.00
			<i>Notes: Notes</i>			
					Total:	\$167,200.00