

2013-2014 SCHOOL IMPROVEMENT PLAN

Toussaint L'Ouverture High
301 SW 14TH AVE
Delray Beach, FL 33444
561-738-9861

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center Yes	Charter School Yes	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Toussaint L'Ouverture High

Principal

Mandy Freedman

School Advisory Council chair

Sharon Glass

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Diane Allerdyce	Chief Academic Officer
Mandy Freedman	Principal
Walner Joseph	Assistant Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership is open to anyone who has interest in the improvement of the school as well as someone who qualifies as part of Section 1001.452, F.S as follows:

Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Career center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students. Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.

Positions:

SAC Chair: Shall be a parent of a student (past or present) of TLHS.

Vice Chair: Shall be a parent of a student (past or present), Community Member, or Education Support Employee

Secretary: Shall be a parent of a student (past or present), Community Member, or Education Support Employee

Teacher Liaison: Shall be a HQ instructional staff member currently employed by the school.

Student Liaison: Shall be any elected member of the Student Council. (Including: President, Vice President, Secretary, or Treasurer)

Involvement of the SAC in the development of the SIP

TLHS's SIP is developed in alignment with: P.L. 107-110 SEC.

1118. PARENTAL INVOLVEMENT.

“(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

“(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

“(C) build the schools’ and parents’ capacity for strong parental involvement as described in subsection (e);

“(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

“(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

“(F) involve parents in the activities of the schools served under this part.

Activities of the SAC for the upcoming school year

TLHS's aligns its annual Parent Involvement and School Improvement activities for each upcoming year in alignment to Section 1114(b)(1), as described below:

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(B) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement

standards who are members of the target population of any program that is included in the schoolwide program, which may include —

- (aa) counseling, pupil services, and mentoring services;
- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- (cc) the integration of vocational and technical education programs; and
- (II) address how the school will determine if such needs have been met; and
- (iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

Projected use of school improvement funds, including the amount allocated to each project

TLHS does not receive school improvement funds. However, TLHS uses a portion of its Title I funding to supplement school improvement. TLHS does this by creating incentives for parents to attend meetings.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

TLHS is in the process of electing a SAC committee for the FY14 school year. Once this has been done, TLHS will be in compliance. TLHS is currently in compliance with all other areas. For example: At TLHS's parent involvement meetings are held where areas of the SIP are discussed and parents are included in its development.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mandy Freedman

Principal

Years as Administrator: 2

Years at Current School: 10

Credentials

M.Ed. 2003

Performance Record

Ms. Freedman's performance is in line with the ten Standards as outlined in Rule 6A05.080, F.A.C.

Walner Joseph		
Asst Principal	Years as Administrator: 2	Years at Current School: 10
Credentials	M.Ed. 2003	
Performance Record	Mr. Joseph's performance is in line with the ten Standards as outlined in Rule 6A05.080, F.A.C.	

Classroom Teachers

# of classroom teachers	11
# receiving effective rating or higher	11, 100%
# Highly Qualified Teachers	82%
# certified in-field	9, 82%
# ESOL endorsed	3, 27%
# reading endorsed	0, 0%
# with advanced degrees	5, 45%
# National Board Certified	0, 0%
# first-year teachers	2, 18%
# with 1-5 years of experience	2, 18%
# with 6-14 years of experience	5, 45%
# with 15 or more years of experience	2, 18%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

TLHS plans to recruit and retain highly qualified, certified-in-field, effective teachers as in accordance with Section 1012.07, F.S. by:

1. Advertising
 2. Offering Competitive Salaries
- Diane Allerdyce is the person responsible for this requirement.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

TLHS mentors its teachers in alignment with Title 20 U.S.C. § 7801 by:

- * Mentoring through regular, guided, ongoing support (2 x per week)
- * Creating and maintaining relationships with institutions of higher education (Lynn, FAU, and PBSC)
- * Implementing strategies obtained through: other districts, teacher organizations, or other organizations that are designed to help teachers continue to improve their practice of teaching and develop their instructional skills. (Marzano & Next Generation State Standards Trainings on PDD Days)
- * Having the mentee observe other's techniques
- * Having the mentee model best practices
- * Having the mentee to discuss improvements

These processes are part of an ongoing process and is implemented by TLHS's Chief Academic Officer, Dr. Diane Allerdyce.

Resources: As stated above: Mentoring, Relationships, and Practice

Teams: CAO and Subject Area Teams Participation for Mentoring

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Tiered model of deliver of instruction

Problem solving in team and/ faculty meetings (i.e., Literacy)

Continuous monitoring of students data to address effectiveness in core instruction

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Leadership Team: Chief Academic Officer, Principal, and Core Subject Team Members

TLHS will utilize data to identify students at risk and create a plan to remediate or place in a different setting so they student can improve. TLHS will use data to appropriately identify interventions (ie. test data/scores). TLHS will supplement staff responsibilities and professional development offered through the schools PDD using Marzano.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

TLHS's Leadership Team works together to monitor fidelity at the core, supplemental and intensive courses offered. TLHS uses classroom walkthroughs, EDW reports, testing data from TLHS based assessments, Diagnostic, and Florida required testing such as FCAT and EOC's.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

TLHS utilizes EDW reports & TERMS testing data as well as data created from TLHS based assessments, also including SDPBC Diagnostics, and Florida required testing such as FCAT and EOC's.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

TLHS meets regularly to discuss: data, effective and ineffective strategies, progress monitoring, and has continuous staff development opportunities. TLHS also hosts: Parent involvement meetings to discuss, curriculum, and provides opportunity for parents to meet with teachers and administrators to discuss individual and school-wide student improvement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 9,000

TLHS provides an extended day program to allow students who require remediation and also to provide students an opportunity to earn credits in areas in which they are lacking. During this time students have the opportunity to receive instruction outside of the regular school day.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Assessments are given regularly to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The Chief Academic Officer is responsible for monitoring the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 2,160

Summer School Opportunity for Credit Recovery. Summer school is also offered to students who are looking to work on their FCAT skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are tested at the end of the program to show effectiveness of learning.

Who is responsible for monitoring implementation of this strategy?

Diane Allerdyce is responsible for this program.

Strategy: Before or After School Program

Minutes added to school year: 9,000

TLHS instructional faculty members meet regularly (usually: once every other week) to collaborate, plan, and to continue ongoing Marzano professional development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

TLHS CAO regularly evaluates the effectiveness of the strategy by monitoring the improvement and affect it has school-wide, and makes changes when necessary.

Who is responsible for monitoring implementation of this strategy?

The Chief Academic Officer is responsible for the monitoring of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Diane Allerdyce	Chief Academic Officer
Mandy Freedman	Principal
Mark DeLorenzo	LA Instructor
Vannapond Suttichujit	LA Instructor
Elysabeth Massenat	LA Instructor

How the school-based LLT functions

TLHS's LLT assists in building the capacity of reading knowledge within the school and focuses on areas of literacy concern such as: Ensuring text complexity along with close reading and rereading of texts central to lessons, Providing scaffolding that does not preempt or replace text reading by students, Develops and asks text dependent questions from a range of questions types, Emphasizes students supporting their answers based upon evidence of text, and provides extensive research and writing opportunities (ie. have students research information from the text in which they are presented and then writing to support their finds.)

Major initiatives of the LLT

The major initiative for the LLT this FY will be to bring up the literacy levels of our students. TLHS has a history of students reading at very low levels due to language proficiency deficits. The majority of our students come from Haiti and other Caribbean countries with no English language skills upon entering TLHS. Therefore, TLHS is constantly working to improve literacy amongst its population. TLHS's LLT will utilize data to drive its initiatives for literacy improvement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

TLHS is in compliance with Section 1003.413, F.S. TLHS goal is to ensure that all students graduating will have the skills necessary for success in postsecondary education or the workplace. Every teacher at TLHS contributes to the reading improvement of every student. Efforts include: PDD training for teachers in areas of Content Area Reading and Career and Technical Education Reading, so teachers may implement these strategies with their students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All courses at TLHS apply critical thinking exercises to facilitate students' understanding of how communication & language skills, mathematics, scientific understanding, the arts, and social studies contribute to their ability to participate fully in their families and communities.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

In all of its academic coursework, TLHS offers real-life examples of how the theories and concepts being taught can be applied to family and community life, the world of work, and higher education. For example, a piece of literature that focuses on justice and respect, such as Lorraine Hansberry's *A Raisin in the Sun*, can inspire students to think and write about how they might apply the same themes beyond the classroom.

Strategies for improving student readiness for the public postsecondary level

TLHS offers students guidance about college and university readiness as well as access to information about career training programs for which they may apply. The academic skills taught across the curriculum prepare students to employ the same and higher level skill sets within post secondary education settings.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		<i>[data excluded for privacy reasons]</i>	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	25%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	21	16%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	6	46%	75%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	1	20%	10%
Students in ninth grade who fail two or more courses in any subject	5	100%	10%
Students with grade point average less than 2.0	56	42%	10%
Students who fail to progress on-time to tenth grade	4	80%	0%
Students who receive two or more behavior referrals	38	28%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	47	35%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	35	14%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	3	2%	10%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	25%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	8	7%	50%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

TLHS believes that students whose parents are involved in their education tend to thrive and make more learning gains. TLHS strives to host parent involvement activities that engage families to be involved in their students education. Our goal is to provide continual assistance by providing information and strategies to assist their students in their educational goals.

Our goal is to involve every parent in their student's and to make resources available to parents who may not be able to attend our regularly scheduled parent involvement meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Get every parent involved	80	50%	80%

Area 10: Additional Targets

Additional targets for the school

Toussaint L'Ouverture High School for Arts & Social Justice will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.069(8)(b), as applicable to 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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Toussaint L'Ouverture High School teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), or specific statute content is listed to address this year.			100%

Goals Summary

- G1.** Parent Involvement
- G2.** At TLHS we have a large population of ELL students with whom we focus on English Language Skills.

Goals Detail

G1. Parent Involvement

Targets Supported

Resources Available to Support the Goal

- Title I

Targeted Barriers to Achieving the Goal

- At TLHS we have a history of low parent involvement due to students who are 18 or older and do not live at home or have a parent/guardian living in the United States.

Plan to Monitor Progress Toward the Goal

On going contact with Parents/ Guardians through phone, website, and FaceBook posts.

Person or Persons Responsible

The school.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Parent Participation at meetings will serve as evidence of monitoring the effectiveness of this strategy.

G2. At TLHS we have a large population of ELL students with whom we focus on English Language Skills.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- TLHS utilizes available resources and recognizes the barriers (ie. Learning deficits due to language barriers) in order to address and prioritize strategies for student improvement.
-
-

Targeted Barriers to Achieving the Goal

- Due to TLHS's large population of ELL students our biggest barrier is learning deficits due to language barriers.

Plan to Monitor Progress Toward the Goal

Assessment Data

Person or Persons Responsible

Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Statistical Data Analysis of Student Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parent Involvement

G1.B1 At TLHS we have a history of low parent involvement due to students who are 18 or older and do not live at home or have a parent/guardian living in the United States.

G1.B1.S1 In order to create a culture of involvement among students whose parents do not live in the United States or those students who are over 18, TLHS requires every student to have a contact outside of the school, such as a cousin (who is over 21), or a family member who can be the liaison between the student and the school when working with students.

Action Step 1

Parent Involvement

Person or Persons Responsible

All Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Meeting Involvement

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

Analysis of Parent Involvement

Person or Persons Responsible

Principal will monitor

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets from parent meetings will be used to monitor participation.

Plan to Monitor Effectiveness of G1.B1.S1

Continued Involvement

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Meeting Sign in Sheets will be used to monitor the effectiveness of our strategy to involve more parents/guardians.

G2. At TLHS we have a large population of ELL students with whom we focus on English Language Skills.

G2.B1 Due to TLHS's large population of ELL students our biggest barrier is learning deficits due to language barriers.

G2.B1.S1 TLHS hosts many professional development actives to model and implement strategies to reduce language barriers. TLHS utilizes Marzano strategies in its Professional Development, as well as utilizes other resources made available through outlets such as: The School District of Palm Beach County, and the Florida Department of Education, etc.

Action Step 1

Continual Professional Development

Person or Persons Responsible

All Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Continual Student Improvement

Facilitator:

Chief Academic Officer

Participants:

All Instructional Staff

Action Step 2

Classroom instructional supplies to supplement reading materials, as well as paper and ink for classroom use.

Person or Persons Responsible

Instructional Staff and Students

Target Dates or Schedule

On going

Evidence of Completion

Per Title I Budget

Action Step 3

Part-time in System Classroom Instruction

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Per Title I Budget

Action Step 4

Staff Development (Marzano)

Person or Persons Responsible

Dr. Diane Allerdyce and Claudia Melear

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development through Marzano

Action Step 5

Family Involvement

Person or Persons Responsible

Students and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Postage to inform Parents of Parent Involvement Activities throughout the Year which will be documented with Sign In Sheets and Agendas

Action Step 6

Parent Involvement

Person or Persons Responsible

Students and Parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Postage to inform Parents of Parent Involvement Activities throughout the Year which will be documented with Sign In Sheets and Agendas

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

Assessments

Person or Persons Responsible

All Students

Target Dates or Schedule

On going

Evidence of Completion

Student Achievement Data

Plan to Monitor Effectiveness of G2.B1.S1

Continuous Improvement

Person or Persons Responsible

All Students & Staff

Target Dates or Schedule

On going

Evidence of Completion

Student Improvement based on Assessment Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

TLHS is in accordance with School Board Policy 2.09(8)(b). Our school integrates single school culture through academics, behavior, and climate, as well as integrating the culture of diverse populations which are represented at our school.

Title I: Funds are used to support Instruction, Professional Development, and Family Involvement Trainings.

Title III ESOL: Funds are used to support TLHS's ESOL program by providing a District ESOL contact. Teresa Legitimate, District ESOL Coordinator works with TLHS's ESOL Department.

IDEA Funding ESE: TLHS has a limited ESE population and uses Consultation for services through the IDEA Grant.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. At TLHS we have a large population of ELL students with whom we focus on English Language Skills.

G2.B1 Due to TLHS's large population of ELL students our biggest barrier is learning deficits due to language barriers.

G2.B1.S1 TLHS hosts many professional development actives to model and implement strategies to reduce language barriers. TLHS utilizes Marzano strategies in its Professional Development, as well as utilizes other resources made available through outlets such as: The School District of Palm Beach County, and the Florida Department of Education, etc.

PD Opportunity 1

Continual Professional Development

Facilitator

Chief Academic Officer

Participants

All Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Continual Student Improvement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	At TLHS we have a large population of ELL students with whom we focus on English Language Skills.	\$4,519
Total		\$4,519

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Other	Total
Title I: 5150-551100	\$372	\$0	\$0	\$0	\$372
Title I: 5150-518400	\$0	\$1,076	\$0	\$0	\$1,076
Title I 6402-531010	\$0	\$0	\$3,000	\$0	\$3,000
Title I: 6152-537100	\$0	\$0	\$0	\$35	\$35
Title I: 6152-551100	\$0	\$0	\$0	\$36	\$36
Total	\$372	\$1,076	\$3,000	\$71	\$4,519

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. At TLHS we have a large population of ELL students with whom we focus on English Language Skills.

G2.B1 Due to TLHS's large population of ELL students our biggest barrier is learning deficits due to language barriers.

G2.B1.S1 TLHS hosts many professional development actives to model and implement strategies to reduce language barriers. TLHS utilizes Marzano strategies in its Professional Development, as well as utilizes other resources made available through outlets such as: The School District of Palm Beach County, and the Florida Department of Education, etc.

Action Step 2

Classroom instructional supplies to supplement reading materials, as well as paper and ink for classroom use.

Resource Type

Evidence-Based Materials

Resource

Classroom Instruction: Supplies

Funding Source

Title I: 5150-551100

Amount Needed

\$372

Action Step 3

Part-time in System Classroom Instruction

Resource Type

Personnel

Resource

Classroom Instruction: Part-time In-Service

Funding Source

Title I: 5150-518400

Amount Needed

\$1,076

Action Step 4

Staff Development (Marzano)

Resource Type

Professional Development

Resource

Staff Development: Consultant

Funding Source

Title I 6402-531010

Amount Needed

\$3,000

Action Step 5

Family Involvement

Resource Type

Other

Resource

Family Involvement: Postage

Funding Source

Title I: 6152-537100

Amount Needed

\$35

Action Step 6

Parent Involvement

Resource Type

Other

Resource

Family Involvement: Supplies

Funding Source

Title I: 6152-551100

Amount Needed

\$36