Miami-Dade County Public Schools

Toussaint L'Ouverture Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Toussaint L'Ouverture Elementary

120 NE 59TH ST, Miami, FL 33137

http://toussaint.dadeschools.net/

Demographics

Principal: Paul Clermont M
Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (54%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of Toussaint 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 lifelong learners in order to succeed in a global society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Dominique, James	Principal	As the school's principal, Mr. Dominique provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Dominique establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Paul, Maria	Assistant Principal	As the assistant principal, Mrs. Clayton works in collaboration with the principal in implementing the vision and mission for the school. Mrs. Clayton ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Puryear, Corey	Instructional Coach	As the reading coach, Ms. Alexis provides direct instructional services related to improving and supporting classroom instruction. Ms. Alexis utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Pratt, George	Instructional Coach	As the math coach, Mr. Pratt provides direct instructional services related to improving and supporting classroom instruction. Mr. Pratt utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
PARTINGTON, CATHERINE	Teacher, PreK	As a Pre K teacher, Ms. Partington is responsible for the instruction of Pre K students utilizing the VPK standards.
BERIS-LAFRANCE, IVANA	Teacher, K-12	As a general education teacher, Ms. LaFrance provides direct instruction to students. Ms. LaFrance develops lessons and monitors students data to make instructional decisions.

Demographic Information

Principal start date
Monday 7/19/2021, Paul Clermont M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

341

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	75	48	60	59	63	0	0	0	0	0	0	0	349
Attendance below 90 percent	2	13	19	20	12	19	0	0	0	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	12	4	42	19	3	9	0	0	0	0	0	0	0	89
Course failure in Math	2	0	8	7	4	8	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	50	26	8	23	0	0	0	0	0	0	0	0	107

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	17	3	6	0	0	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	17	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	48	84	57	67	65	71	0	0	0	0	0	0	0	392
Attendance below 90 percent	12	19	17	17	19	26	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	10	11	2	7	0	0	0	0	0	0	0	39
Course failure in Math	0	4	0	8	10	2	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Students with two or more indicators	0	6	2	17	6	18	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	0	0	1	16	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	62%	57%	35%	62%	56%
ELA Learning Gains				66%	62%	58%	50%	62%	55%
ELA Lowest 25th Percentile				52%	58%	53%	72%	59%	48%
Math Achievement				60%	69%	63%	52%	69%	62%
Math Learning Gains				78%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				57%	55%	51%	66%	55%	47%
Science Achievement				73%	55%	53%	33%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	60%	-30%	58%	-28%
Cohort Comparison						
04	2021					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-30%				
05	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	67%	-15%	62%	-10%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-52%				
05	2021					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to monitor students' data in grades K-5 in ELA and Math for AP1, AP2 and AP3 is i-Ready. Students science data will be monitored by the Science Mid-Year assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	19	41
	Economically Disadvantaged	22	20	41
	Students With Disabilities	22	22	22
	English Language Learners	13		35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	18	38
	Economically Disadvantaged	28	17	39
	Students With Disabilities	43	11	22
	English Language Learners	14	13	35

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	15	37	34
	Economically Disadvantaged	14	35	32
	Students With Disabilities		20	20
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8	11	24
	Economically Disadvantaged	9	8	22
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	37	40	53
	Economically Disadvantaged	37	41	54
	Students With Disabilities	20		10
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8	24	37
	Economically Disadvantaged	9	25	38
	Students With Disabilities		10	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	18	20
	Economically Disadvantaged	9	17	19
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	33	38
	Economically Disadvantaged	12	32	36
	Students With Disabilities		25	25
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	45	50
	Economically Disadvantaged	14	48	53
	Students With Disabilities		33	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	28	46
	Economically Disadvantaged	18	30	49
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22	
	Economically Disadvantaged		23	
	Students With Disabilities		17	
	English Language Learners		10	

Subgroup Data Review

	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
---	---	---	---	---	---	---	---	---	---	---	---
SWD	8			9							
ELL	43	60		33	21		18				
BLK	35	58	45	23	28		19				
HSP	36	64		40	9		20				
FRL	36	61	45	27	24	27	20				

	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
---	---	---	---	---	---	---	---	---	---	---	---
SWD	20	75		35	50						
ELL	49	71	54	60	73	60	62				
BLK	49	63	42	61	79	58	77				
HSP	45	73		64	75		62				
FRL	49	67	56	61	79	56	75				

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
---	---	---	---	---	---	---	---	---	---	---	---
SWD	6	29		27	50	40					
ELL	27	51	80	51	70	73	7				
BLK	39	58	82	55	67	67	36				
HSP	23	27		46	74		25				
FRL	36	50	71	52	68	68	33				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2019 FSA data, students in 3rd thru 5th grade ELA and Math overall learning gains showed an increase from the previous year. ELA 16 percentage points and Math 10 percentage points.

According to the 2021 FSA Data, students in 3rd thru 5th grade ELA Lowest 25 percentile and Math overall learning gains showed a significant decrease from the previous year. ELA Lowest 25 percentile 27 percentage points and Math LG 52 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2019 FSA data, ELA lowest 25 percentile and Math lowest 25 percentile demonstrated the greatest need for improvement from the previous year. ELA L25 showed a 20 percentage point decrease and Math L25 showed a 9 percentage point decrease.

According to the 2021 FSA data, Math Learning Gains and Math and ELA Learning Gains of the lowest 25 percentile demonstrated the greatest need for improvement. Math LG 52 percentage points and Math L25 showed a 50 percentage point decrease. ELA LG of L25 showed a 27 percentage point decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor for this decrease is the fidelity of progress monitoring of these students. Data trackers have been developed to monitor weekly and bi-weekly assessments for these students. Teachers and the SLT will review the data in reading and math to make informed decisions for differentiated instruction. School-wide data chats have been developed to ensure that appropriate instructional resources are available for those students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the 2019 FSA data, Science was the component that showed the most improvement with a 40 percentage point increase from the previous year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Science Camps were a contributing factor to this improvement. For the 2022 school year, we would implement the same Science Camps during the instructional day as well as provide students with Extended Learning Opportunities.

What strategies will need to be implemented in order to accelerate learning?

Students will be provided an opportunity to attend Saturday School, Winter Break and Spring Break Academy. During these extended learning opportunities, students will be remediated on standards in Reading, Math and Science.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have an opportunity to attend Professional Development based upon their individual needs and by content.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teacher will have an opportunity to attend weekly collaborative planning and attend peer observations. During this time, teachers will have an opportunity to collaborate, share and observe Best Practices in action.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiated Instruction. We selected the overarching area of Differentiated Instruction based on our findings on previous years topic assessments, bi-weekly exams, and i-Ready diagnostics that demonstrated Learning Gains for our students are currently decreasing. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the academic levels of the students we serve. We will provide the scaffolding necessary for students to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement differentiation then students in grades 3-5 will increase by a minimum of 15 percentage learning gains as evidenced by the 2022 state assessments.
Monitoring:	Weekly administrative walkthroughs to look at student and teacher data trackers. Administration will be looking for students grouped as evidenced by most recent iReady diagnostic data, aligned resources, rotation charts, centers, progress monitoring, and student folders & trackers.
Person responsible for monitoring outcome:	James Dominique (pr7301@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated instruction will assist in accelerating the learning gains of our students as it is a systematic approach of instruction to meet the students at their instructional level. Differentiated instruction will be monitored through the use of administrative walkthroughs focusing on rotation charts, centers, aligned resources, progress monitoring, student and teacher data trackers, and student folders.
Rationale for Evidence-based Strategy:	The practice of Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to individualize instruction. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Administrators will conduct weekly data chats with Transformation Coaches to review recent weekly and bi-weekly assessments to monitor all students but with a specific emphasis on students in the lowest 25 percentile making proficiency.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Transformation Coaches will provide standard aligned resources to classroom teachers for differentiated instruction during collaborative planning to remediate deficient standards.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Quarterly data chats will be conducted by administration with all content area teachers to ensure that students are demonstrating growth on remediated standards as evidence by providing data trackers.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Administration will conduct weekly walkthroughs to monitor the implementation of differentiated instruction as evidence by grouping of students related to current data, DI folders and Ongoing Progress Monitoring.

Person Responsible   James Dominique (pr7301@dadeschools.net)

The transformation coaches will provide modeling sessions/collaborative cycles to support teachers on effective implementation of D.I. resources

Person Responsible   James Dominique (pr7301@dadeschools.net)

Host an additional planning session to focus specifically on differentiated instruction.

Person Responsible   Corey Puryear (coreypuryear7@gmail.com)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Effective Questioning and Response Techniques. We selected the overarching area of Effective Questioning and Response Techniques based on the review of student artifacts, journals, and responses. It was evident that student writing lacked sufficient evidence that demonstrated mastery of higher-order thinking skills. We will provide the scaffolding necessary through effective questioning and response to access grade-level content in order and move towards proficiency.
Measurable Outcome:	If we successfully implement effective questioning and response, then our students will increase by a minimum of 15 percentage points learning gains as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust instruction based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly assessments for indication of mastery of standards aligned with the pacing guide. Teachers will use an online or paper based tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	James Dominique (pr7301@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Effective questioning and response. Effective question and response will increase the number of students making proficiency on the 2022 state assessment. Effective response and questioning will be monitored through the use of data trackers to discuss next steps during collaborative planning.
Rationale for Evidence-based Strategy:	Teachers will use effective questioning strategy to ensure that students are thinking critically and using high-order skills to respond. Students responses will have more evidence based material and sources to show that they are synthesizing information. Teachers will continually make adjustments to their instruction, plans, and instructional delivery based on student responses.

Action Steps to Implement	
Teachers will engage in a school-site PD designated for Best Practices on Student Engagement.	
Person Responsible	James Dominique (pr7301@dadeschools.net)
During collaborative planning, teachers will reflect on the student engagement PD and develop effective questioning strategies to ensure that students are thinking critically and using higher order skills to respond.	
Person Responsible	Corey Puryear (coreypuryear7@gmail.com)
Daily End Products will be created during collaborative planning to ensure that students are responding to text based questions and sources to show that they are synthesizing information.	
Person Responsible	Corey Puryear (coreypuryear7@gmail.com)

Weekly classroom walkthroughs will be conducted by administration to ensure that effective questioning strategies are being implemented and that student responses are based upon the evidence.

Person Responsible James Dominique (pr7301@dadeschools.net)

Teachers will conduct peer product reviews of Daily End Products to assess the effectiveness of the questions and students responses.

Person Responsible James Dominique (pr7301@dadeschools.net)

Continue to collaborate with teachers to plan for Daily End Products that are aligned to the stated standards.

Person Responsible Corey Puryear (coreypuryear7@gmail.com)

#3. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of Assessing Team Effectiveness. We selected the overarching area of Specific Teacher Feedback based on our School Climate survey stating that 52% of staff believed that students were not adequately prepared for class. This concern was magnified by the emergency closing of schools during the 2019-2020 school year as well as the challenges of virtual learning during the 2020-2021 academic year. It is evident that a continuous deliberate practice of gauging grade level goals on student's achievement needs to be implemented when assessing team's effectiveness. Assessing team effectiveness entails a continuous deliberate practice of gauging the level of success based on qualitative and quantitative data. To ensure success, prioritize and periodically track progress of goals and actions, and modify previous plans where necessary to establish efficacy.
Measurable Outcome:	If we successfully implement Assessing Team Effectiveness , then 60% of our staff will review their DPGT with their Grade Level Teams by the end of the first quarter.
Monitoring:	The Principal will meet monthly with grade level chairs to discuss what goals are progressing and what areas are still challenging for team members based on data in real time. Grade Level Chairs will meet with teachers monthly to review teachers' DPGT goals and provide specific teacher feedback.
Person responsible for monitoring outcome:	James Dominique (pr7301@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategy of: Assessing Team Effectiveness. Feedback from Grade Level Chairs will accelerate teachers in meeting their DPGT goals.
Rationale for Evidence-based Strategy:	Within the Targeted Element of Specific Teacher Feedback, our school will focus on the evidence-based strategy of: Assessing Team Effectiveness. Assessing Team Effectiveness will assist in accelerating teachers in meeting their DPGT goals. Teachers will analyze a variety of data such as bi-weekly assessments, topic assessments, Intervention OPMs, and i-Ready data.
Action Steps to Implement	

Administrative team will meet monthly with Grade Level Chairpersons to debrief on current data and provide overall feedback on instructional practices.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Administrative team will provide ongoing feedback to teachers after classroom walkthroughs have been conducted to assist teachers in meeting the teachers DPGT goals.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Administrative team will provide ongoing feedback to teachers after a lesson plan review to ensure pacing and that the standards are aligned.

Person Responsible	James Dominique (pr7301@dadeschools.net)

During small instruction, teachers will develop a schedule to meet with students to provide specific feedback on assessments.

Person Responsible   Corey Puryear (coreypuryear7@gmail.com)

Transformation Coaches will develop calendars for classroom walk-throughs to target specific look-fors as planned for in collaborative planning.

Person Responsible   James Dominique (pr7301@dadeschools.net)

Transformation Coaches will provide teacher feedback during collaborative planning or during the Collaborative Cycle.

Person Responsible   James Dominique (pr7301@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed our MSO students who struggled with daily attendance struggled with connectivity issues. When these students returned to Face to Face delivery their attendance improved. Additionally, MSO students had limited parental support. There was a positive correlation between truant students and students not meeting grade level expectations for learning gains as well as proficiency. We recognize the need to tailor our ability to make connections with families and the community to ensure attendance is consistently high. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives and parent communication, our attendance will increase 5 percentage points by June 2022.
Monitoring:	The Attendance Committee will work to connect with families who struggle with attendance and identify the root cause for absences. The Attendance Interventionist will create a plan of action to ensure students are able to be present daily. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit a referral to the Leadership Team for students who have more than 3 consecutive absences. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.
Person responsible for monitoring outcome:	James Dominique (pr7301@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives and Parental/Community Involvement. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy:	Attendance Initiatives and increase Parental/Community Involvement will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team and Attendance Committee with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Attendance Team will begin to identify students who are chronically absent, by conducting weekly home visits and phone calls.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Classrooms that have 100% attendance will be announced daily during the morning announcements.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Create a daily "Check In" schedule for targeted students to monitor their attendance and to prevent a pattern of excessive absences.

Person Responsible James Dominique (pr7301@dadeschools.net)

Implement the "Glad You're Here Today" initiative by selecting one student per grade-level weekly to receive a prize.

Person Responsible James Dominique (pr7301@dadeschools.net)

Host a meeting with parents to identify barriers that contribute to chronic absenteeism.

Person Responsible James Dominique (pr7301@dadeschools.net)

Develop a PSA by the student body to encourage student attendance.

Person Responsible George Pratt (gpratt3@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected this overarching area of ELA based upon our findings that demonstrated 35 percent of our students are proficient in reading in grades 3-5 on the 2021 FSA. It is important to note that compared to 2019, ELA learning gains were at 52 percentage points and in 2021 60 percentage points with a 8 percentage point increase. Tier 1 instruction and collaborative planning contributed to this success. As a result of this practice, we will continue to strategically develop, explicitly deliver, and systematically monitor Tier1 instruction.
Measurable Outcome:	If we successfully develop, deliver and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 15 percentage points as evidence by the 2022 State Assessments.
Monitoring:	Weekly administrative walkthroughs will be conducted to examine the alignment of collaborative planning and instructional delivery of Tier 1 instruction. Explicit feedback will be provided to teachers to allow them to adjust instruction. Transformational Coaches will collaboratively plan with teachers to ensure that instructional resources and Daily End Products are aligned with standards. Monitoring of the bi-weekly assessments, reviewing of Daily End Products will be utilized to track student progress and determine the effectiveness of Tier 1 instructional delivery and planning.
Person responsible for monitoring outcome:	Corey Puryear (coreypuryear7@gmail.com)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of Standards-Aligned Instruction. Standards-Aligned Instruction allows teachers to develop lessons based upon standards and ensure that all students products and teaching techniques are aligned to the intended standard. The results of this Standards-Aligned Instruction will result in student performance through their work samples.
Rationale for Evidence-based Strategy:	Standards-Aligned Instruction will ensure that teachers are planning and aligning all instructional resources to the intended standards which will result in effective execution of the lesson. Continual feedback related to delivery, product effectiveness and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

Teachers will participate in weekly collaborative planning with a focus on standards aligned instruction, resulting in the development of student Daily End Products.

Person Responsible	Corey Puryear (coreypuryear7@gmail.com)

Weekly data chats with Leadership Team will be conducted to ensure that students are demonstrating growth on standards as evidence by data trackers.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Weekly walk-throughs to monitor instructional delivery will include a stated purpose, daily learning target and Daily End Product to ensure that the intended lesson was delivered.

Person Responsible	James Dominique (pr7301@dadeschools.net)

Product reviews and bi-weekly assessments will be conducted in collaborative planning for the purpose of assessing the impact of instructional delivery.

Person Responsible Corey Puryear (coreypuryear7@gmail.com)

Teachers will conduct data chats with students to monitor the progress of L25 and bubble students.

Person Responsible Corey Puryear (coreypuryear7@gmail.com)

Transformation Coaches will conduct bi-weekly data chats with ELA teachers to monitor the progress of the L25 and bubble students.

Person Responsible Corey Puryear (coreypuryear7@gmail.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the 2019-2020 Fl School Safety Dashboard, Toussaint L'Ouverture ranked #109 in the county and #947 statewide in violent incidents. These incidents range from physical attacks to threats and intimidation. A school-wide discipline plan is in placed to ensure the safety and wellbeing of all students. The discipline plan is reviewed with students by the administration and later on by teachers. Students exhibiting improper behavior are reminded of the discipline plan, and consequences are applied. With community partnerships targeted students will be identified to participate in programs that cultivate and foster team building and peer mediation. Additionally these targeted students will participate in the schools "Check In" system. This is a system where students are paired with a staff member to monitor academics and behaviors. The goal of this system is to decrease behavioral referrals, increase attendance and student achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, and Community Partnerships. Our school creates experiences throughout the year to engage with parents and families through monthly webinars. We consistently use a variety of platforms to communicate with our families such as our school website, Class Dojo, Instagram and Twitter. Students are supported through mentorship programs such 5,000 Role Models and Distinguished Women of Tomorrow. Students were exposed to career fields and had opportunities to build key character traits to be success in the work environment through community partnerships with KAPOW, Institute of Contemporary Art, and the Miami Music Project. Staff were recognized by their peers for their success in and outside of the classrooms through "Recognize a Colleague." Teachers were rewarded for their homeroom class attendance and their own attendance.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

a. The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, EESAC members, CIS, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. EESAC members communicate with stakeholders monthly. The CIS communicates with parents, volunteers, and community partners. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation					$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE		2021-22
			3051 - Toussaint L'Ouverture Elem.	Title, I Part A			$5,000.00
			Notes: Interventionist and Instructional resources				
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement					$900.00
	Function	Object	Budget Focus	Funding Source	FTE		2021-22
			3051 - Toussaint L'Ouverture Elem.	TSSSA			$500.00
			Notes: Notes				
			3051 - Toussaint L'Ouverture Elem.	Other			$400.00
			Notes: Notes				
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback					$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance					$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE		2021-22

			3051 - Toussaint L'Ouverture Elem.	Other		$1,500.00
		Notes: Notes				
5	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$7,400.00**