Toussaint L'Ouverture Elementary

2022-23 Schoolwide Improvement Plan

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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: 7/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (61%) 2018-19: A (62%) 2017-18: B (54%)
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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Clermont, Paul	Principal	As the primary leader in the building the principal bears the responsibility of the overall operation of the Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) and the educational programs of the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire expected outcomes. Roles also include: creating and implementing the shared vision and mission of the school. The purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and all stakeholders as it relates to school-based MTSS/RtI functions, plans, budget and projects.
Clayton, Tequila	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Malebranche, Marie	Instructional Coach	As the reading coach, Ms. Malebranche provides direct instructional services related to improving and supporting classroom instruction. Ms. Malebranche utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Cesar, Weiselande	Curriculum Resource Teacher	As a general education teacher, Dr. Cesar provides direct instruction to students. Dr. Cesar develops lessons and monitors students data to make instructional decisions.
Puryear, Corey	Math Coach	As the math coach, Mr. Puryear provides direct instructional services related to improving and supporting classroom instruction. Mr. Puryear utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Name	Position Title	Job Duties and Responsibilities
BERIS-LAFRANCE, IVANA	Instructional Media	Ms. Lafrance is the Instructional Media liaison who maintains reports, records, files and all other information and data that supports the Leadership Team with day-to-day implementations. She assists the school and the community with technological devices, assists students with intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being. She reviews school data frequently to ensure that the school program is meeting the academic and social development needs of the students and shares all available information with the RtI, ESE and Leadership Teams.
Gibson, Diana	Instructional Coach	As the reading coach, Ms. Gibson provides direct instructional services related to improving and supporting classroom instruction. Ms. Malebranche utilizes the coaching model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Demographic Information

Principal start date
Friday 7/15/2022, Paul Clermont M

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
0

Total number of teacher positions allocated to the school
16

Total number of students enrolled at the school
318

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	53	59	42	79	47	46	0	0	0	0	0	0	0	326
Attendance below 90 percent	0	0	13	6	13	5	9	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	16	7	5	0	0	0	0	0	0	0	35
Course failure in Math	0	0	4	10	6	7	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	18	14	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	10	14	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	8	33	20	13	0	0	0	0	0	0	0	74
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	7	16	15	12	0	0	0	0	0	0	0	50

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	0	0	15	0	0	0	0	0	0	0	0	0	18
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

Thursday 8/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	62%	56%				49%	62%	57%
ELA Learning Gains	72%						66%	62%	58%
ELA Lowest 25th Percentile	74%						52%	58%	53%
Math Achievement	57%	58%	50%				60%	69%	63%
Math Learning Gains	78%						78%	66%	62%
Math Lowest 25th Percentile	82%						57%	55%	51%
Science Achievement	24%	64%	59%				73%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	60%	-30%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-30%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	67%	-15%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-52%				
05	2022					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD		50		11	64						
ELL	46	80		72	90		33				
BLK	35	76	67	57	80	83	21				
HSP	44	67		61	75						
FRL	38	72	72	57	78	81	23				

| 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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school's comparison from 2021 and 2022 FSA results shows a range of achievement from 3rd to 5th grade in both ELA and Math.

ELA achievement increased by 4 percentage points.

ELA L25 increased by 8 percentage points.

ELA LG increased by 29 percentage points

Math achievement increased by 30 percentage points.

Math L25 increased by 55 percentage points.

Science achievement levels increased by 4 percentage points compared to the 2021 FSA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

During the 2021-2022 school year, our overall ELA proficiency was 39 percent on the FSA. This indicates a 4 percentage point increase from the 2021 FSA assessment. Science proficiency increased by 4 percentage points from the 2021 FSA. Although these two areas are trending in a positive direction, the increase was minimal. ELA and Science proficiency will be our targeted areas for improvement.

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

Inconsistent use of the new intervention program and progress monitoring was a contributing factor for the need of improvement in ELA. Ongoing professional development will be implemented to assist teachers with the components of the intervention program. Progress monitoring charts will be developed to track targeted students bi-weekly reading and science data. Teachers and the SLT will review the data in reading and science to make informed decisions for differentiated instruction and remediation of standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2022 FSA data, ELA L25, Math achievement, Math LG and Math L25 data points showed significant improvements from the 2021 school year. ELA L25 increased by 29 percentage points, Math achievement increased by 30 percentage points, Math LG and Math L25 increased by 55 percentage points.

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

Math and ELA push in support for targeted students was a contributing factor for this improvement. For the 2023 school year, we plan to implement the same strategic plan during the standard school day and provide 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 as follows:
*Horizon/Elevate Intervention Reading Program
*Creating Effective Questioning Techniques

School Leaders will have an opportunity to attend Professional Development as follows:
*Science Collaboratories to assist with ensuring student engagement
*ELA Collaboratories to assist with student centered intervention
*Administrative Collaboratories via Education Transformation Office to strengthen the clinical eye for specific look-for's in ELA, Math and Science.

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

Teachers will have an opportunity to attend weekly collaborative planning sessions and attend peer observations. During this time, teachers will participate in a "Note Making and Note Taking" collaborative strategy as evidence.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2022 SSA Science assessment indicates a 4 percent increase from 2021. Additionally, teacher support is needed to ensure that the content is taught effectively. Based on data review, our school will implement the Targeted Element of Effective Questioning and Responses Techniques related to science. We selected the overarching area of Effective Questioning and Response Techniques based on the review of student journals , artifacts and written responses. Topic assessments reveal that students lack sufficient understanding of content.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the area of Effective Questioning and Responses Techniques related to Science, then our proficiency will increase at a minimum of 6 percentage points as evidence by the 2023 SSA Science assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrators and instructional coaches will review lesson plans to include questioning strategies, observe instructional delivery, review student work products, and formative standards assessment data to ensure consistent implementation of Standards-Aligned Instruction with fidelity. Teachers will be provided with Professional Development on effective questioning strategies.
Person responsible for monitoring outcome:	Tequila Clayton (tclayton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Science, 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 2023 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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 journal responses.

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During collaborative planning teachers will develop effective questioning strategies. As as a result of this strategy, students are better equipped to think critically and use higher order skills to respond to text dependent questions.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

Student journal reviews will be conducted in collaborative planning for the purpose of assessing the impact of effective questioning and responses. As a result of this action step, students will be able to comprehend science questions and score proficient on assessments.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

Teachers will provide ongoing feedback to students after analyzing their science journals to gauge whether students understood what was taught. Teachers and Science Curriculum Support Specialist will secure resources needed to extent or remediate academic needs. As a result of implementing this action step, instruction will be adjusted to meet the needs of the students to meet proficiency.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

The administrators will conduct classroom walkthroughs to ensure that effective questioning strategies are being implemented and that student journal responses are text based. As a result of this implementation step, fidelity of effective questioning strategies will be evident to ensure that students are responding using text based responses.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

Administration will arrange a school-site visit for the 5th grade science teacher with a neighboring school to observe Best Practices for science labs and student engagement.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

Administration will continue to conduct focused walkthroughs to ensure that labs are completed as evidence of journal entries and teacher feedback.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of ELA with an emphasis on Standards Aligned Instruction. Based upon our findings from the 2022 Stanford Achievement Test 58 percent of students in grades K through 2 scored a stanine 5 and below. Additionally the overall proficiency in ELA for grades 3rd through 5th was 39 percent from the 2022 FSA which is a 4 percentage point increase from 2021. It is important to note that compared to 2021, ELA learning gains were at a 8 percentage point increase and 29 percentage points increase for students L25 for ELA. 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 Tier 1 instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully deliver and monitor Tier 1 instruction aligned to the standards, then our ELA proficiency in grades 3rd through 5th will increase by 6 percentage points as evidence by the 2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly administrative walkthroughs will be conducted to examine the alignment of collaborative planning and instructional delivery of Tier 1 instruction. Teachers will provide explicit feedback which will 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 bi-weekly assessments and reviewing Text Dependent Questions will be utilized to track student progress and determine the effectiveness of Tier 1 instructional delivery and planning.
Person responsible for monitoring outcome:	Tequila Clayton (tclayton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	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 to ensure that all student products and teaching techniques are aligned to the intended standard.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 in the enhancement of instructional delivery/student performance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8-22 thru 10-14:Teachers will participate in weekly collaborative planning with a focus on benchmark aligned instruction, resulting in the development of student text dependent question.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14:Teachers will work with students in small groups to review end products to ensure that they have mastered the standards. As a result of this action step, teachers can ensure that valuable time is dedicated to students to ensure mastery of the content.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14: Weekly administrative walk-throughs will be conducted to monitor instructional delivery. This will include a stated purpose, daily learning target and text dependent product to ensure that the intended lesson was delivered.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14:Transformation Coaches will conduct bi-weekly walk-throughs to ensure that standards-based alignment is implemented with fidelity.

Person Responsible	Marie Malebranche (mmalebranche@dadeschools.net)

Transformation Coach and instructional staff will identify an appropriate ongoing progress monitoring tool to determine students mastery of selected skill.

Person Responsible	Diana Gibson (d_gibson@dadeschools.net)

Instructional Staff will receive professional development on the use of resources for standard-aligned instruction that uses an interactive approach that will engage learners throughout the lesson.

Person Responsible	Weiselande Cesar (cesarw1@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Survey, 41 percent of the school staff believe that their ideas are not listened to and considered compared to 30 percent from the 2019-2020 School Climate Survey. We are not providing our teachers the opportunity to be active stakeholders in the success of our school. We must make a conscious effort to provide shared leadership with the staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we effectively implement shared Leadership Development then we expect to see a decrease by 10 percentage points on the 2022-2023 School Climate Survey for the statement that the school staff believes that their ideas are not listened to and considered.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During Faculty Meetings, collaborative planning and department meetings, all stakeholders will be afforded opportunities to be an active participant in all school initiatives.
Person responsible for monitoring outcome:	Tequila Clayton (tclayton@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Based upon the 2021-2022 School Climate Survey it is evident that staff felt that their ideas weren't being considered. In an effort to involve all stakeholders we will implement the evidence-based strategy of shared leadership.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We decided to implement the evidence-based strategy of Shared Leadership because it expands the number of people involved in making important decisions related to school operations, and academics. It creates leadership roles and decision-making opportunities for teachers, staff members, students, parents, and community members.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8-22 thru 10-14: School administration will utilize monthly faculty meetings to address teacher concerns along with obtaining teacher input regarding school initiatives. As a result of this implementation action step, more participants will be willing to provide input related to the schools vision and mission.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14: Academic coaches will address teacher concerns and considerations during weekly collaborative planning sessions. As a result of this implementation action step, a safe space will be created to allow more participants to provide input related to the schools vision and mission.

Person Responsible	Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14: All stakeholders will be provided an opportunity to attend monthly EESAC and Title One meetings to voice their concerns. The Administrative team will focus on leadership development to extend the schools mission and vision through the various leaders of the school during these monthly meetings. As a result of this implementation step, additional opportunities will be provided to cultivate leaders within the school site.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14: The school's Parent Teacher Association will be utilized as a medium for teachers and parents to express their concerns with administration. This will allow equity of voice from all stakeholders.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

A director of activities will be appointed to plan ongoing school-wide events with a committee of stakeholders for students and staff.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

A professional development calendar will be created. Staff members will create and execute the professional development based upon the needs of the teachers.

Person Responsible   Weiselande Cesar (cesarw1@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the ESSA Data 31 percent of our Students with Disabilities subgroup performed at proficiency. This number fell below our targeted goal of 41 percent. As a result, this will require more targeted instructional practices that will improve student outcomes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Student Engagement, the targeted subgroup of Students with Disabilities will improve by 5 percentage points or higher as measured by the state assessment AP3 to be administered in May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct weekly walkthroughs to ensure student engagement as measured by effective questioning, student responses and peer collaboration.
Person responsible for monitoring outcome:	Paul Clermont (pclermont@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 2023 state assessment. Effective response and questioning will be monitored through the use of data trackers for targeted subgroup to discuss next steps during collaborative planning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8-12-22:Teachers will engage in a school-site PD designated for Best Practices on Student Engagement with a focus on effective questioning and responses. As a result of teachers attending this PD, teachers will gain a better understanding of how effective questioning and response translates into instructional practices.

Person Responsible   Weiselande Cesar (cesarw1@dadeschools.net)

8-22 thru 9-22: 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. As a result of teachers reflecting on student engagement, teachers can develop questions that will provide rigor which will allow students to think independently and critically.

Person Responsible   Diana Gibson (d_gibson@dadeschools.net)

8-22 thru 10-14: Daily end products and selected check for understanding questions will be created during collaborative planning to ensure that students are responding to text based questions and sources to demonstrate that they are synthesizing information. As a result of implementing this action step, teachers can effectively pace their lessons to ensure key questions are identified and answered.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

8-22 thru 10-14: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. As a result of this practice, fidelity of effective questioning strategies will be evident to ensure that students are responding using text based responses.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

During collaborative planning differentiated instruction planning, transformational coaches will guide and support the special education teacher to identify resources that meet the student's needs. As a result of the implementation step, student achievement on topic assessment should increase.

Person Responsible   Diana Gibson (d_gibson@dadeschools.net)

Transformational coaches will model the implementation of a differentiated instruction lesson to a small group of the SWD subgroup. As a result of this implementation step, SWD will receive effective small group instruction that will target their specific needs.

Person Responsible   Diana Gibson (d_gibson@dadeschools.net)

#5. Positive Culture and Environment specifically relating to student attendance initiatives	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data review, our school will implement the Targeted Element of Student Attendance. During the 2021-2022 school year the annual attendance percentage was 93 percent as compared to 89 percent during the 2020-2021 school year. There was a positive increase with student achievement and learning gains. 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	Tequila Clayton (tclayton@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 and rewards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8-22 thru 9-2: Formulate an attendance committee to monitor and track student attendance. As a result of this implementation step, tracking and monitoring attendance can be streamlined to key personnel.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

9-2 thru 10-14: Attendance committee will begin to identify students who are chronically absent, by conducting
weekly home visits and phone calls. As a result of this implementation step, the rate of student absenteeism should decrease.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

9-2 thru 10-14: Attendance committee will create a daily "Check In" schedule for targeted students to monitor their attendance and to prevent a pattern of excessive absences. As a result of this implementation step, the rate of student absenteeism should decrease.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

9-2 thru 10-14: Classrooms that have 100% attendance will be announced daily during the morning announcements and participate in a weekly prize. As a result of this implementation step, students will be encouraged to attend school which would result in an increase of self pride.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

Attendance review committee will meet with district attendance personnel to gather outside resources to assist those families who have excessive absences. As a result of this implementation step, families will receive direct services to address the root-cause of their child's absences.

Person Responsible   Tequila Clayton (tclayton@dadeschools.net)

Attendance review committee will coordinate a monthly celebration for parents to promote school-wide attendance initiative: Toussaint Attendance Program. As a result of this implementation step, parents will increase and or continue their efforts to ensure that their child attending school on a regular basis.

Person Responsible   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The 2021 Stanford Achievement Test revealed that 42 percent of the kindergarten students, 40 percent of the 1st graders and 48 percent of the 2nd graders scored below stanine 5. According to the 2022 Stanford Achievement Test, 28 percent of the kindergarten students, 69 percent of the 1st graders and 70 percent of the 2nd graders scored below stanine 5. This means that targeted small group instruction would benefit these students with regards to meeting grade level expectations and proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The 2021 FSA proficiency data revealed that 35 percent of the 3rd graders were proficient in ELA, 20 percent of the 4th graders were proficient in ELA and 57 percent of the 5th graders were proficient in ELA. According to the 2022 FSA proficiency data, 25 percent of the 3rd grade students are proficient in ELA, 43 percent of the 4th grade students are proficient in ELA and 36 percent of the 5th grade students are proficient in ELA. This means that targeted small group instruction would benefit these students with regards to meeting grade level expectations and proficiency.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement targeted small group instruction specifically related to Reading/ELA, then our ELA proficiency in grades K through 2 will increase by 10 percentage points towards proficiency on the state assessment.

Grades 3-5: Measureable Outcome(s)

If we successfully implement targeted small group instruction specifically related to Reading/ELA, then our ELA proficiency in grades 3rd thru 5 will increase by 5 percentage points towards proficiency on the state assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration will monitor collaborative planning to ensure that the focus is on small group instruction.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Clayton, Tequila, tclayton@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-Based Collaborative Planning with an emphasis on small group instruction will be the evidence-based practice that will be implemented to achieve the measurable outcome.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The overall reading proficiency in grades 3rd through 5th was 39 percent for the 2022 school year and 35 percent for the 2021 school year. With the implementation of Standards-Based Collaborative Planning with an emphasis on small group instruction, students will be able to increase their reading comprehension on bi-weekly and state assessments.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Transformation Coaches will provide standard aligned resources to classroom teachers to ensure that B.E.S.T. standards are addressed.	Clayton, Tequila, tclayton@dadeschools.net
Transformation Coaches will provide standard aligned resources to classroom teachers to ensure that B.E.S.T. standards are addressed during small-group instruction.	Clayton, Tequila, tclayton@dadeschools.net
The literacy coaches will model for teachers via coaching cycles on how to effectively execute small group instruction as indicated by the framework of effective instruction.	Clayton, Tequila, tclayton@dadeschools.net
Transformation Coaches will also conduct quarterly professional development trainings to ensure teachers have a comprehensive understanding of the nuances of differentiated instruction. When teachers appreciate that individualized instruction can include what and how students learn, they are better positioned to help all children reach academic proficiency.	Clayton, Tequila, tclayton@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

For the 2022-2023 academic year, the school plans to build a positive school culture and environment by encouraging and facilitating shared leadership roles. When there is equity of voice, teachers and staff are better positioned to see students reach academic proficiency. Additionally, monthly faculty meetings will also include chances for the sharing of "instructional best practices". These brief moments will give new and veteran teachers alike opportunities to learn about different strategies and approaches that have had a positive impact on student outcomes. Finally, teacher-driven observations (TDO) will be implemented this

school year. This unique observation tool will allow teachers to drive their own professional development and subsequently help them become better practitioners.

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

Paul Clermont and Tequila Clayton will provide opportunities during Faculty and Department meetings for staff to share instructional Best Practices.

The Transformation Coaches Marie Malebranche, Diana Gibson and Corey Puryear will create a schedule for Teacher-Driven Observations.