



## Toussaint L'Ouverture Elementary

120 NE 59TH ST, Miami, FL 33137

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

96%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Toussaint Louverture 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 Louverture Elementary School is to provide a teaching and learning environment which sets high expectations and enables all students and teachers to perform to the best of their abilities. We will work together with our staff and community to meet the diverse academic needs of our students and to enrich the community through various opportunities.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

All teachers take collective responsibility for students' success, work together to unify instruction, and help students learn across all areas. Teachers infuse the content knowledge of these matters as applicable to the appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Haitian Heritage

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Toussaint Louverture Elementary supports a shared responsibility for student success through involvement of students, staff, families and community. We establish a safe, supportive, respectful and productive learning environment for all students and staff by celebrating and honoring diversity as an essential asset for learning. A differentiated system of school counseling services with dedicated time for whole group presentations focusing on character education, small group counseling based on identified student need, and intensive, individual counseling based on referral is applied.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Toussaint Louverture Elementary follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In addition, a schoolwide discipline plan is implemented. The SOAR (Safe, Organized, Accountable & Respectful) program outlines behavioral expectations which are described and reviewed with staff and students. Teachers and staff model and practice each of the behavioral expectations throughout the year. Following the "I-HUM" strategies teachers "interact" with students, keep their "heads-up" and "move" constantly in and around students to monitor behavior. Part of this program also includes providing students with specific verbal feedback as well as incentives to promote positive behaviors. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. The school counselor visits all classrooms on a weekly basis to present these values and give examples of ways in which they can be displayed in and out of school. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages and morning announcements.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Administrators engage with the school counselor and social worker to assist in providing a differentiated delivery of services based on student/school need. A School Discipline Committee is in place to address alternatives to suspension. Disciplinary actions include but are not limited to: removal of privileges, denial/ nonparticipation in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator. Students with 15 unexcused absences or more during a 90 calendar day period will be referred to the Truancy Intervention Program. Parent meetings are held to develop strategies and goals to help improve student attendance.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Administrators, instructional coaches, school counselor and school psychologist meet on a weekly basis to analyze data and identify students who have attendance, behavioral or academic concerns. Students are moved through the multi-tiered system of supports in all areas as needed. Some of the indicators reviewed include:

1. Retention
2. Excessive Absences (Excused & Unexcused)
3. Excessive Tardies
4. Three (3) or more Disciplinary Referrals
5. D or F in a Core Subject.
6. ELL six semesters or more
7. FCAT Levels 1 or 2 (Reading or Math)
8. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
9. Promotion to Grade 4 based on Good Cause

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	13	11	10	6	5	53
One or more suspensions	0	0	0	0	0	27	27
Course failure in ELA or Math	15	11	18	54	20	20	138
Level 1 on statewide assessment	0	0	0	47	39	45	131

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Toussaint Louverture Elementary School uses various early warning indicators based on readily accessible data which help promote student success. We systematically collect data on academic performance in diverse assessments and utilize all available information to look for patterns and identify school climate issues that may contribute to possible issues related to low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administrators and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students in K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores and needs. Differentiated Instruction is provided at all grade levels for both reading and mathematics. Truancy Intervention is addressed by the Attendance Review Committee to address students with 15 or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention. Toussaint Louverture Elementary follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In addition, a schoolwide discipline plan is implemented. The SOAR (Safe, Organized, Accountable & Respectful) program outlines behavioral expectations which are described and reviewed with staff and students. Teachers and staff model and practice each of the behavioral expectations throughout the year. Following the "I-HUM" strategies teachers "interact" with students, keep their "heads-up" and "move" constantly in and around students to monitor behavior. Part of this program also includes providing students with specific verbal feedback as well as incentives to promote positive behaviors. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. The school counselor visits all classrooms on a weekly basis to present these values and give examples of ways in which they can be displayed in and out of school. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages as well as, morning announcements.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188286>.

#### **Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Toussaint Louverture Elementary strives to involve all families and community partners. The entire staff works towards building strong external relationships by seeing parents and community businesses as partners in helping students learn. Toussaint Louverture Elementary School creates a welcoming environment for all parents and community business leaders by greeting them warmly when they call or visit the school. Staff members maintain regular, open communication with parents about how they can assist their children at home. There is a common understanding that teachers and parents are partners and must work collaboratively to increase student learning. Every effort is made to ensure parents are active participants in their child's schooling. Parents are encouraged to volunteer their time to support the school.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Delbor, Liliane	Principal
Hurtado, Yusimi	Assistant Principal
Carril, Amy	Instructional Coach
Hernandez, Constantino	Instructional Coach
Francois, Freud	Guidance Counselor

#### **Duties**

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

Dr. Liliane Delbor, Principal and Yusimi Hurtado, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/Rtl ,

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

Amy Carril and Constantino Hernandez, Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Weiselande Cesar, Special Education (SPED) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Sheilla St. Fleurose, School Psychologist and Freud Francois, School Counselor: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; facilitate data-based decision-making activities.

Yves Bataille, Curriculum Content in the Home Language (CCHL) and Duna Belvilus, English Language Learner (ELL) Teachers: Participate in student data collection and integrate core instructional activities/materials into Tier 3 instruction for ELL students.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instructions with Tier 2/3 activities.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School social worker
- Member of advisory group
- Community stakeholders

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A

Toussaint Louverture Elementary provides additional remediation through extended learning opportunities (after-school programs). Staff members attend professional development offered by the district Title II and Title III funding. Curriculum Coach funded by Title I identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other programs offered at Toussaint Louverture Elementary include an extensive Parental Program. In addition, Health Connect in our Schools staffs a school nurse to address the students' health needs, and

special support services to special needs populations.

Title I, Part C- Migrant

The school social worker in coordination with the Community Involvement Specialist and the District Migrant liaison coordinate with Title I and other programs to ensure that the unique needs of migrant students are met.

Title I, Part D

Services at our school target particularly fifth grade students in coordination with district Drop-out Prevention programs. We partner with Kids and the Power of Work (KAPOW) to conduct monthly classroom presentations for the 4th grade students.

Title II

Toussaint Louverture Elementary facilitates the following for instructional personnel:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for the Professional Development Liaison (PDL) at the school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Toussaint Louverture Elementary uses Title III Funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Hardware and software for the development of language and literacy skills in reading, mathematics and science such as Waterford and Imagine Learning

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Toussaint Louverture Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students through the school counselor.

The counselor has been trained in the areas of violence prevention, bullying, stress management and crisis management.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

English classes and life skills classes for adults are offered at nearby Jackson Senior Adult Education Center. Parent skill-building workshops are offered on-site by the Parent Academy.

Career and Technical Education

N/A

Job Training

N/A

Other - Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available

programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th day of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

#### School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dr. Liliane A. Delbor	Principal
Myrna Jean	Teacher
Nora Sarria	Teacher
Susanna Smith	Teacher
Ivana Beris-LaFrance	Teacher
Roberto Calzadilla	Teacher
Yves Bataille	Teacher
Amy Carril	Teacher
Constantino Hernandez	Teacher
Neri Joseph	Student
Denise Moise	Business/Community
Sasha Leon	Education Support Employee
Bridgette Frankin	Parent
Prisca Sulfa	Parent
Rosemary Daminta	Parent
Tchela Castil	Parent
Leonel Dorril	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and providing suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

The School Advisory Council (SAC) is the sole governing body responsible for the final decision making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for increased academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

*Development of this school improvement plan*

School Advisory Council will work in conjunction with the school's leadership team to develop, monitor and modify the School Improvement Plan based on on-going student formative assessments.

*Preparation of the school's annual budget and plan*

The Principal shares information regarding the School's Budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

Field trips for students: \$ 495.00  
 Teacher incentives: \$ 464.65  
 Student incentives: \$511.92

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Delbor, Liliane	Principal
Hurtado, Yusimi	Assistant Principal
Carril, Amy	Instructional Coach
Hernandez, Constantino	Instructional Coach
Gomis, Maria	Teacher, K-12
Jean, Myrna	Teacher, K-12
Thomas, Rosetta	Teacher, K-12
Piard, Raymonde	Teacher, K-12
Duplan, Marie	Teacher, K-12
Smakula, Kimberly	Teacher, K-12
Cesar, Weiselande	Teacher, ESE
Belvilus, Duna	Teacher, K-12
Smith, Susanna	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The purpose of the School Leadership Team is to create capacity of reading and math knowledge within the school building and to focus on areas of literacy and mathematics that are of concern throughout the school. The principal selects team members for the School Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy and mathematics instruction across the curriculum. The instructional coaches are vital in the process of providing job embedded professional development at the school level. The principal, assistant principal, instructional coaches, grade level chairs, subject area liaisons, curriculum support staff, and other principal appointees will serve on this team. The team will meet on a monthly basis to review the school's implementation of the K-12



Comprehensive Research-Based Reading Plan and assess professional development needs of staff related to reading instruction based on student performance data.

## Public and Collaborative Teaching

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

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

Toussaint Louverture Elementary School strives to ensure collaboration amongst teachers. All teachers work collaboratively to promote professional growth. Teachers are active partners in school improvement, committed to the school and focused on professional development and growth. Furthermore, they share a sense of responsibility for student development, school improvement and professional growth. They are supportive and respectful of one another, personally and professionally. Teachers at Louverture Elementary School are provided opportunities to participate in high quality professional development opportunities and professional growth. The Administration and Leadership Team are both responsible for interviewing highly qualified, certified in-field individuals when recruiting applicants for open positions at Toussaint Elementary School. In order to retain teachers, new and beginning teachers will be mentored and will participate in regular dialogue sessions.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Principal solicits referrals from current teaching staff for potential new hires. Principal and assistant principal establishes a network with local universities for recruitment purposes. Eligible candidates are invited to substitute until positions become available.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers are partnered with veteran teachers. Regular monthly professional learning period activities focus on development and alignment of instructional activities. Instructional coaches work with new teachers and model lessons. Common Planning time fosters an environment of support. Additionally, veteran teachers will review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide through various procedures for school activities, field trips and testing.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

At Toussaint Louverture Elementary School classes are interactive and engaging in order to aid students in building and applying knowledge. Instruction is clear, aligned across grade levels and well structured following the district's pacing guide.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Toussaint Louverture Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision and to guarantee that every student learns and is successful. The school's MTSS/Rtl Leadership Team collaborates monthly to: Analyze data such as Thinkgate and PMRN Reports and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. The team provides a common vision for the use of data- based decision making to include CELLA and District Interim Assessments; establishes that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school- based MTSS/Rtl plans and activities. They collaborate with teachers to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Lengthening of the school day by 60 minutes of reading intervention each day. Coordination of common planning time by grade levels to allow teachers to collaborate, plan, and engage in professional development. Materials used include Reading Plus, Wonderworks, Saxon Phonics, i-Ready and Reflex.

### **Strategy Rationale**

In order to facilitate this, the school day will be extended by sixty minutes. Students in Grades K-1 will now attend school from 8:35 am to 3:05 pm and students in grades 2-5 will attend from 8:35 am to 4:05 pm. On Wednesdays, all students in grades K - 5 will be dismissed at 3:05 pm. The times for VPK students remains the same, from 8:20 am to 1:50 pm. Students will also receive extended times for both Reading Intervention and Mathematics.

An additional hour of reading intervention/enrichment is provided to all students. This instruction is embedded in the school day without changes to other curriculum programs. Additionally, implementation of this program will ensure that students receive special area classes such as art, music and physical education despite requiring intervention in reading. In addition, the Easter Seals program is offered to students and provides additional assistance in reading.

### **Strategy Purpose(s)**

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

### **Person(s) responsible for monitoring implementation of the strategy**

Delbor, Liliane, [ldelbor@dadeschools.net](mailto:ldelbor@dadeschools.net)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students that participate in the extended day are monitored for success on baseline, interim, and quarterly assessments and analyzed by instructional teachers and the Leadership Team. Assessments are also built in through the curriculum and software utilized.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Toussaint Louverture Elementary School local early childhood centers' parents are invited to an orientation session and a classroom walkthrough in order to have a more positive and smooth transition into kindergarten. All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness, all incoming Kindergarten students will be assessed in the area of social and emotional development.

Screening data will be collected and aggregated prior to September 20, 2014. Data will be used to plan daily academic and social/emotional instruction for whole group instruction as well as small group instruction for students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. Toussaint Louverture Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including our in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we use effective planning and deliver instruction aligned to Florida Standards and Next Generation Standards, then we will increase student achievement by improving instruction in all core content areas.
- G2.** If we regularly monitor at-risk students, then the number of students exhibiting two or more Early Warning System (EWS) will decrease.
- G3.** If we increase the number of students participating in Project Based Learning in STEM, then a greater emphasis will be placed in student engagement and in the problem solving process.
- G4.** As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we use effective planning and deliver instruction aligned to Florida Standards and Next Generation Standards, then we will increase student achievement by improving instruction in all core content areas.

1a

G048617

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	33.0

**Resources Available to Support the Goal** 2

- Language Arts Florida Standards (LAFS) Item Specifications, Planning Cards, Daily Learning Targets, McGraw-Hill Wonders, McGraw-Hill WonderWorks, Saxon , Instructional Coaches; Curriculum Support Specialists, Pacing Guides, MAFS Item Specifications, Go Math Textbooks, collaborative planning, Science Pacing Guides, FCAT 2.0 Item Specifications (Science), Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J and J Bootcamp.

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and Next Generation Standards

**Plan to Monitor Progress Toward G1.** 8

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

**Person Responsible**

Liliane Delbor

**Schedule**

Quarterly, from 9/29/2014 to 6/3/2015

**Evidence of Completion**

Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, District Interim Assessments

**G2.** If we regularly monitor at-risk students, then the number of students exhibiting two or more Early Warning System (EWS) will decrease. 1a

G049831

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Student Services Department, School Psychologist, School Social Worker, School Counselor, School Discipline Committee, Attendance Review Committee, Elementary Code of Student Conduct

**Targeted Barriers to Achieving the Goal** 3

- Approximately 25% of our student population has been identified through Early Warning System (EWS) Indicators as being at risk.

**Plan to Monitor Progress Toward G2.** 8

Track and monitor students exhibiting two or more EWS indicators.

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 9/29/2014 to 6/3/2015

**Evidence of Completion**

Early Warning System Dashboard (Findings), Control D Reports (i.e. Retention List), SST/RTI Meeting Logs

**G3.** If we increase the number of students participating in Project Based Learning in STEM, then a greater emphasis will be placed in student engagement and in the problem solving process. 1a

G049825

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Science Liaison, Curriculum Support Staff, Math Coach, Reading Coach, Science & Math Pacing Guides, Year-at-a-Glance, Essential Labs, AIMS Discovery Books, J&J Bootcamp, Discovery Videos, CER Tasks, Gizmos

**Targeted Barriers to Achieving the Goal** 3

- Lack of student participation in Project Based Learning in STEM.

**Plan to Monitor Progress Toward G3.** 8

Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

**Person Responsible**

Liliane Delbor

**Schedule**

Monthly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs, Weekly Bulletin

**G4.** As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section. 1a

G048708

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Part-Time Community Involvement Specialist

**Targeted Barriers to Achieving the Goal** 3



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we use effective planning and deliver instruction aligned to Florida Standards and Next Generation Standards, then we will increase student achievement by improving instruction in all core content areas. **1**

 G048617

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and Next Generation Standards **2**

 B121278

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S133229

### Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 **5**

Provide professional development on the implementation of the Florida Standards and Next Generation Standards

#### Person Responsible

Liliane Delbor

#### Schedule

Weekly, from 9/29/2014 to 11/26/2014

#### Evidence of Completion

Collaborative lesson plans, student work journals, student work samples, observations, agendas, sign-in sheets, coaches log, Curriculum Support Specialists' Logs,

## Action Step 2 5

Conduct full coaching cycles to include modeling, co-teaching and debriefing on the different components of the instructional framework aligned to the Florida Standards and Next Generation Standards based on teacher need.

### **Person Responsible**

Liliane Delbor

### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

### **Evidence of Completion**

Coach's log, CSS log

## Action Step 3 5

Work collaboratively during common planning to create lesson plans using backward planning.

### **Person Responsible**

Amy Carril

### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

### **Evidence of Completion**

Common Planning sign-in sheets, Common Board Configuration, student work journals, student work samples

## Action Step 4 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

### **Person Responsible**

Liliane Delbor

### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

### **Evidence of Completion**

Principal's observation logs, Teacher's lesson plans

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

Conduct walk-through to follow-up on the planned strategy

**Person Responsible**

Liliane Delbor

**Schedule**

Daily, from 10/6/2014 to 11/26/2014

**Evidence of Completion**

Common Planning sign-in sheets, Common Board Configuration, student work journals, student work samples, walk-through checklist, Administration Reflection Log,

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

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

**Person Responsible**

Liliane Delbor

**Schedule**

Weekly, from 9/29/2014 to 6/3/2015

**Evidence of Completion**

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

**G2.** If we regularly monitor at-risk students, then the number of students exhibiting two or more Early Warning System (EWS) will decrease. 1

G049831

**G2.B1** Approximately 25% of our student population has been identified through Early Warning System (EWS) Indicators as being at risk. 2

B124733

**G2.B1.S2** The SST/RTI team will track and monitor students who were previously retained and receiving D's or F's in core subject areas. SST/RTI meeting will be initiated as needed. 4

S139494

### Strategy Rationale

Students identified as being previously retained and failing core subject areas will be considered "At-Risk", individualized student needs will be addressed through SST/RTI meetings.

### Action Step 1 5

Student Support Team will review Early Warning System (EWS) indicators.

#### Person Responsible

Liliane Delbor

#### Schedule

Monthly, from 10/13/2014 to 11/26/2014

#### Evidence of Completion

Early Warning System Dashboard (Findings), Control D Reports, SST/RTI Meeting Logs

### Action Step 2 5

Identify students having two or more EWS indicators.

#### Person Responsible

Liliane Delbor

#### Schedule

Monthly, from 10/13/2014 to 11/26/2014

#### Evidence of Completion

**Action Step 3** 5

Initiate SST/RTI Meetings to develop individualized plans for identified students.

**Person Responsible**

Liliane Delbor

**Schedule**

Monthly, from 10/13/2014 to 11/26/2014

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

SST/RTI Meetings will be scheduled in order to develop individualized plans for identified students, as needed.

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Early Warning System Dashboard (Findings), Control D Reports (i.e. Retention List), SST/RTI Meeting Logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Ongoing Student Progress Monitoring will be conducted on identified students, as needed.

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Ongoing Student Progress Monitoring will be conducted on identified students, as needed.

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Ongoing Student Progress Monitoring will be conducted on identified students, as needed.

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs

**G3.** If we increase the number of students participating in Project Based Learning in STEM, then a greater emphasis will be placed in student engagement and in the problem solving process. 1

G049825

**G3.B1** Lack of student participation in Project Based Learning in STEM. 2

B124723

**G3.B1.S1** We have limited evidence of completed student projects in STEM (i.e., The Miami-Dade STEM EXPO, Science Fair and SECME), 4

S136643

### Strategy Rationale

#### Action Step 1 5

Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.

#### Person Responsible

Yusimi Hurtado

#### Schedule

Quarterly, from 9/29/2014 to 11/26/2014

#### Evidence of Completion

Sign-in Sheets, Agendas, PowerPoint Presentations, Handouts, PD Observations

#### Action Step 2 5

Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

#### Person Responsible

Liliane Delbor

#### Schedule

Monthly, from 9/29/2014 to 11/26/2014

#### Evidence of Completion

Number of entries submitted to district and state STEM competitions

**Action Step 3** 5

Teachers will be provided additional support through planning, coaching & modeling

**Person Responsible**

Yusimi Hurtado

**Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Curriculum Support Specialists, Instructional Coaches

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

Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

**Person Responsible**

Liliane Delbor

**Schedule**

Monthly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs

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

Student participation in School Science Fair and implementation of Essential Labs

**Person Responsible**

Liliane Delbor

**Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Participation in Science Fair, Essential Science Lab Logs

**Appendix 1: Implementation Timeline**



## Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on the implementation of the Florida Standards and Next Generation Standards	Delbor, Liliane	9/29/2014	Collaborative lesson plans, student work journals, student work samples, observations, agendas, sign-in sheets, coaches log, Curriculum Support Specialists' Logs,	11/26/2014 weekly
G3.B1.S1.A1	Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.	Hurtado, Yusimi	9/29/2014	Sign-in Sheets, Agendas, PowerPoint Presentations, Handouts, PD Observations	11/26/2014 quarterly
G2.B1.S2.A1	Student Support Team will review Early Warning System (EWS) indicators.	Delbor, Liliane	10/13/2014	Early Warning System Dashboard (Findings), Control D Reports, SST/RTI Meeting Logs	11/26/2014 monthly
G1.B1.S1.A2	Conduct full coaching cycles to include modeling, co-teaching and debriefing on the different components of the instructional framework aligned to the Florida Standards and Next Generation Standards based on teacher need.	Delbor, Liliane	9/29/2014	Coach's log, CSS log	11/26/2014 weekly
G3.B1.S1.A2	Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Delbor, Liliane	9/29/2014	Number of entries submitted to district and state STEM competitions	11/26/2014 monthly
G2.B1.S2.A2	Identify students having two or more EWS indicators.	Delbor, Liliane	10/13/2014		11/26/2014 monthly
G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans using backward planning.	Carril, Amy	9/29/2014	Common Planning sign-in sheets, Common Board Configuration, student work journals, student work samples	11/26/2014 weekly
G3.B1.S1.A3	Teachers will be provided additional support through planning, coaching & modeling	Hurtado, Yusimi	9/29/2014	Curriculum Support Specialists, Instructional Coaches	11/26/2014 weekly
G2.B1.S2.A3	Initiate SST/RTI Meetings to develop individualized plans for identified students.	Delbor, Liliane	10/13/2014		11/26/2014 monthly
G1.B1.S1.A4	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Delbor, Liliane	9/29/2014	Principal's observation logs, Teacher's lesson plans	11/26/2014 weekly
G1.MA1	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Delbor, Liliane	9/29/2014	Common Planning sign-in sheets, data binders, student work folders, student journals, student performance assessments results, District Interim Assessments	6/3/2015 quarterly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.	Delbor, Liliane	9/29/2014	Principal's observation logs, Teacher's lesson plans, data binders, student work folders, student journals, student performance assessments	6/3/2015 weekly
G1.B1.S1.MA1	Conduct walk-through to follow-up on the planned strategy	Delbor, Liliane	10/6/2014	Common Planning sign-in sheets, Common Board Configuration, student work journals, student work samples, walk-through checklist, Administration Reflection Log,	11/26/2014 daily
G2.MA1	Track and monitor students exhibiting two or more EWS indicators.	Hurtado, Yusimi	9/29/2014	Early Warning System Dashboard (Findings), Control D Reports (i.e. Retention List), SST/RTI Meeting Logs	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Ongoing Student Progress Monitoring will be conducted on identified students, as needed.	Hurtado, Yusimi	10/6/2014	Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs	6/3/2015 weekly
G2.B1.S2.MA1	Ongoing Student Progress Monitoring will be conducted on identified students, as needed.	Hurtado, Yusimi	10/6/2014	Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs	6/3/2015 weekly
G2.B1.S2.MA1	Ongoing Student Progress Monitoring will be conducted on identified students, as needed.	Hurtado, Yusimi	10/6/2014	Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs	6/3/2015 weekly
G2.B1.S2.MA1	SST/RTI Meetings will be scheduled in order to develop individualized plans for identified students, as needed.	Hurtado, Yusimi	10/6/2014	Early Warning System Dashboard (Findings), Control D Reports (i.e. Retention List), SST/RTI Meeting Logs	6/3/2015 weekly
G3.MA1	Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Delbor, Liliane	9/29/2014	Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs, Weekly Bulletin	11/26/2014 monthly
G3.B1.S1.MA1	Student participation in School Science Fair and implementation of Essential Labs	Delbor, Liliane	9/29/2014	Participation in Science Fair, Essential Science Lab Logs	11/26/2014 weekly
G3.B1.S1.MA1	Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Delbor, Liliane	9/29/2014	Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs	11/26/2014 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If we use effective planning and deliver instruction aligned to Florida Standards and Next Generation Standards, then we will increase student achievement by improving instruction in all core content areas.

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and Next Generation Standards

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### **PD Opportunity 1**

Provide professional development on the implementation of the Florida Standards and Next Generation Standards

#### **Facilitator**

Instructional Coaches and Curriculum Support Specialists

#### **Participants**

Core Teachers

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**G3.** If we increase the number of students participating in Project Based Learning in STEM, then a greater emphasis will be placed in student engagement and in the problem solving process.

**G3.B1** Lack of student participation in Project Based Learning in STEM.

**G3.B1.S1** We have limited evidence of completed student projects in STEM (i.e., The Miami-Dade STEM EXPO, Science Fair and SECME),

**PD Opportunity 1**

Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.

**Facilitator**

Science Curriculum Support Specialist

**Participants**

Science Teachers

**Schedule**

Quarterly, from 9/29/2014 to 11/26/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0