



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

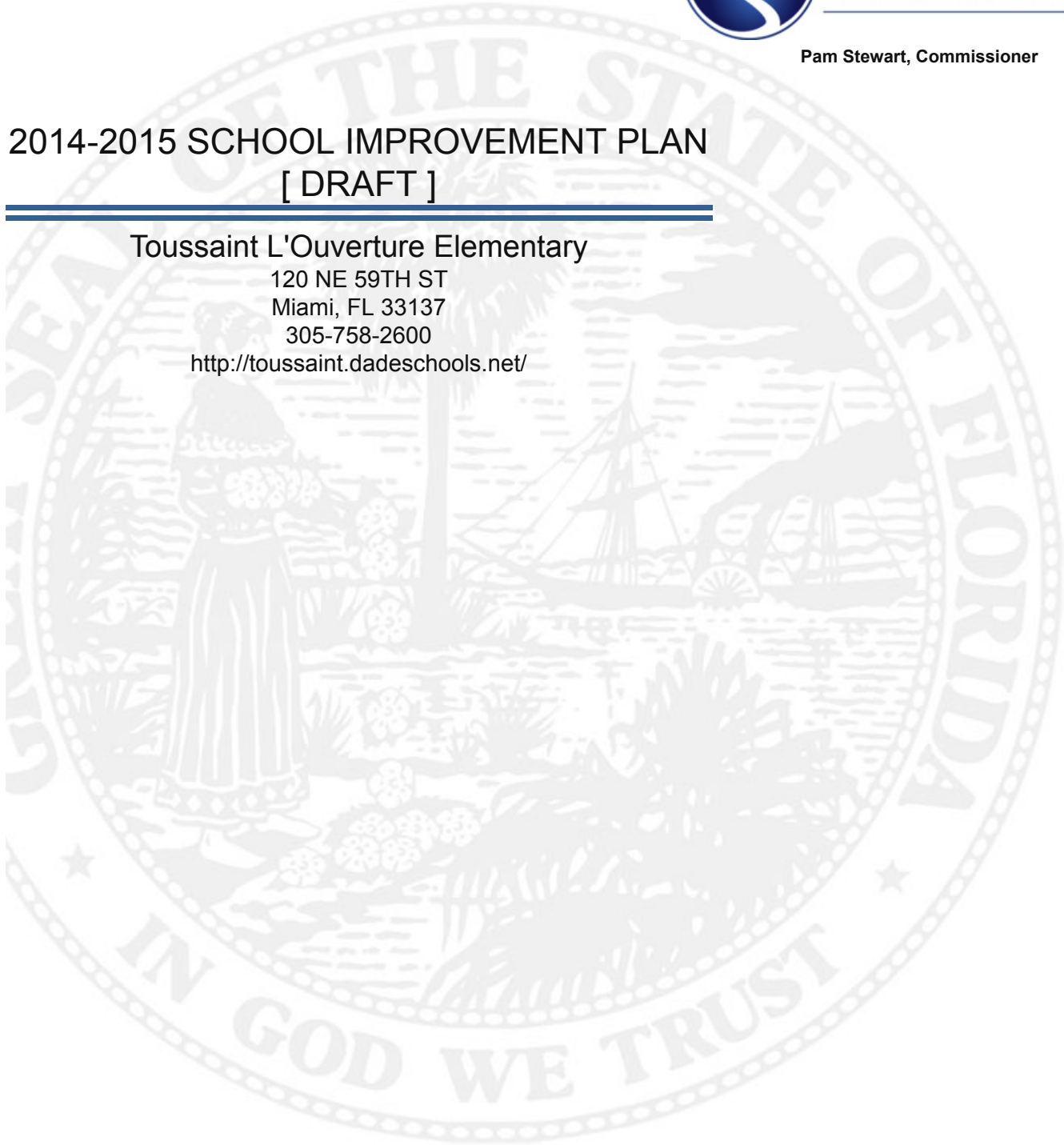
Toussaint L'Ouverture Elementary

120 NE 59TH ST

Miami, FL 33137

305-758-2600

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



SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

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

Indicator	Grade	Students
	Total	

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

Description

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	Email
Delbor, Liliane	Principal	pr3051@dadeschools.net
Hurtado, Yusimi	Assistant Principal	yhurtado@dadeschools.net
Carril, Amy	Instructional Coach	acarril229@dadeschools.net
Hernandez, Constantino	Instructional Coach	chernandez17@dadeschools.net
Francois, Freud	Guidance Counselor	ffrancois@dadeschools.net

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/Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/Rtl implementation, and communicate with parents regarding school-based MTSS/Rtl 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/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A

Toussaint 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	Email
Delbor, Liliane	Principal	pr3051@dadeschools.net
Hurtado, Yusimi	Assistant Principal	yhurtado@dadeschools.net
Carril, Amy	Instructional Coach	acarril229@dadeschools.net
Hernandez, Constantino	Instructional Coach	chernandez17@dadeschools.net
Gomis, Maria	Teacher, K-12	mgomis@dadeschools.net
Jean, Myrna	Teacher, K-12	myjean@dadeschools.net
Thomas, Rosetta	Teacher, K-12	rcrooks@dadeschools.net
Piard, Raymonde	Teacher, K-12	rpiard@dadeschools.net
Duplan, Marie	Teacher, K-12	mduplan@dadeschools.net
Smakula, Kimberly	Teacher, K-12	ksmakula@dadeschools.net
Cesar, Weiselande	Teacher, ESE	cesarw1@dadeschools.net
Belvilus, Duna	Teacher, K-12	dbelvilus@dadeschools.net
Smith, Susanna	Teacher, K-12	susanna_smith@dadeschools.net

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 type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

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

Strategy Description

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.

Person(s) responsible for monitoring implementation of the strategy

Delbor, Liliane, pr3051@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 (HIPPI) Program. HIPPI 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

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.

Goals Detail

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.

Quick Keys: Goal: G053953

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	59.0
AMO Targets Math - All Students	70.0
FCAT 2.0 Science % Proficient	33.0

Resources Available to Support the Goal

- 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

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

Plan to Monitor Progress Toward the Goal	
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.

Quick Keys: Goal: G053954

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

- 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

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

<i>Plan to Monitor Progress Toward the Goal</i>	
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.

Quick Keys: Goal: G053955

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

- 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

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

<i>Plan to Monitor Progress Toward the Goal</i>	
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.

Quick Keys: Goal: G053956

Targets Supported

Indicator	Annual Target
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Resources Available to Support the Goal

- Part-Time Community Involvement Specialist

Targeted Barriers to Achieving the Goal

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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.

Quick Keys: Goal: G053953, Barrier: B136214, Strategy: S148196

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	
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	
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	
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	
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	
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	
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.

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

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.

Quick Keys: Goal: G053954, Barrier: B136217, Strategy: S148198

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	
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	
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	
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	
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	
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	
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	
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.

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),

Quick Keys: Goal: G053955, Barrier: B136218, Strategy: S148199

Strategy Rationale

Action Step 1	
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	
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	
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	
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	
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

Professional Development

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

Evidence of Completion

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

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

Evidence of Completion

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

Technical Assistance

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

Budget Rollup

Summary

Description	Total
Grand Total	0