

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: TOUSSAINT L'OUVERTURE ELEMENTARY

District Name: Dade

Principal: Dr. Liliane A. Delbor

SAC Chair: Rosanna Rodriguez

Superintendent: Alberto Carvajal

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
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VISION and MISSION STATEMENTS

VISION -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.

MISSION -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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Toussaint Louverture Elementary School is a Title I school; School in Need of Improvement (SINI) 5, having met AYP for the first time in the last five years, with a grade of A. Additionally, the school is designated as a Correct I School under the Differentiated Accountability (DA) Model, incorporating the results of FCAT scores and SINI 4 status. The school was constructed in 1989; it houses 490 students in grades PK through 5th. The school is located at 120 N.E. 59th Street, in the heart of the Little Haiti Community in Miami, Florida.

Unique School Strengths for Next Year

After demonstrating increases in seven out of eight accountability areas, which raised the school grade to a high B from a C, Toussaint Louverture Elementary enters the next school year with renewed confidence to earn the additional points needed to achieve an A. The school also reduced the number of outdoor suspensions from 22 in 2007 to 13 in 2008. The percent of student attendance increased from 95 in 2007 to 96 in 2008. In addition Toussaint Louverture Elementary had the Principal and the Assistant Principal of the year for the Miami Edison Senior High school Feeder Pattern.

Unique School Weaknesses for Next Year

There is a great influx of students from other countries who have not been exposed to the English Language nor to the rigor of the Sunshine State Standards and therefore are not progressing appropriately on the State Assessments. The Effectiveness of Intervention (EI) index for 2nd grade students is only 25%, thus 2nd grade students are not making adequate learning gains in Reading. Ninety seven percent of students are on free or reduced lunch and students' scores are negatively affected by their lack of resources and academic parental support.

Student Demographics

The student population mirrors the community: 89 percent Black, 10 percent Hispanic, 0.5 percent White and 0.5 percent other. Ninety percent of the students are eligible for free and reduced lunch, 15.2 percent are SWD and 29 percent are English Language Learners (ELL) students and 7 percent of students are Gifted.

Student Attendance Rates

Student Attendance Rate has increased from 95.56 percent in 2006 to 96percent in 2008 outpacing the District rate of 95.47

percent in 2008.

Student Mobility

The Mobility Index rating of the school has decreased over the last three years from 54 percent, in 2006 to 45 percent in 2008.

Student Suspension Rates

Student Suspension Rate has decreased over the past three years: 23 outdoor suspensions in 2006, 22 in 2007 and 13 in 2008.

Student Retention Rates

The retention rate is at 11.3 percent

Class Size

The average class size for PK through 3rd grade is 16.9 and for grades 4th & 5th is 18.4

Academic Performance of Feeder Pattern

- Miami Edison High F, the school is designated as a SINI 6, Intervene under the Differentiated Accountability (DA) Model,
- Horace Mann Middle C, the school is designated as a SINI 6, Correct I under the DA Model,
- Miami Edison Middle D, the school is designated as a SINI 6, Correct II School under the DA Model,
- Miami Shores Elementary B, the school is designated as a SINI 0, unclassified under the DA Model,
- Phillis Ruth Miller Elementary A, the school is designated as a SINI 5, Correct I under the DA Model,
- Thena Crowder Elementary, the school is designated as a SINI 4, Correct I under the DA Model,
- Shadowlawn Elementary A, the school is designated as a SINI 1, Prevent I under the DA Model,
- Edison Park Elementary B, the school is designated as a SINI 6, Correct I under the DA Model,
- Morningside Elementary B, the school is designated as a SINI 6, Correct I under the DA Model,
- Little River Elementary F, the school is designated as a SINI 6, Correct II under the DA Model

None of these schools made AYP in the last year

Partnerships and Grants

The school will continue its strong partnership with Easter Seals Solutions of Florida to provide after school and Saturday school tutoring for students in grades 3, 4 and 5.

Alliance for a Healthier Generation and UNIDAD of Miami Beach will continue to educate students, parents and staff in making choices leading to a healthier lifestyle.

Women of Temple Judea will keep supporting the school through in kind donations in the form of tutors, mentors and supplemental materials.

Toussaint Louverture Elementary collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, 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 Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Liliane L. Delbor	<p>Bachelor of Arts Degree in History-French from Brooklyn College, N.Y.</p> <p>Masters of Science Degree in Guidance and Counseling from Brooklyn College, N.Y.</p> <p>Ed. D in Educational Leadership from Nova Southeastern University, Miami Florida</p> <p>Principal Certification in the State of Florida</p>	5	17	<p>Principal of Toussaint Louverture Elementary</p> <p>2008-2009: Grade: A Reading Mastery: 79%, Math Mastery 74%, Science 44%, Writing 86% AYP Yes</p> <p>2007-2008 Grade C Reading Mastery: 54%, Math Mastery 56%, Science 25%, AYP: 92% - all subgroups made AYP in Mathematics and only the ELL subgroup made AYP in Reading.</p> <p>2006-2007 Grade C Reading Mastery: 55%, Math Mastery 46%, Science 19%, AYP: 95% - All subgroups made AYP in Reading and only the Black subgroup did not make AYP in Mathematics.</p> <p>2005-2006 Grade C Reading Mastery: 58%, Math Mastery 50%, Science 7%, AYP: 95% - All subgroups made AYP in Reading and only ELL subgroup made AYP in Mathematics.</p> <p>2004-2005 Grade D Reading Mastery: 44%, Math Mastery 35%, AYP: 80% - All subgroups make AYP in Reading and no subgroups make AYP in Mathematics.</p>
Assis Principal	Sandra Munoz-Rose	<p>Bachelors in Mathematics from FIU, Miami Florida</p> <p>Masters in Mathematics Education from FIU, Miami Florida</p> <p>Currently working on ED.D from FIU in Curriculum and Instruction in Instructional Leadership.</p> <p>Certification in Math 5-9 & 6-12,</p> <p>Educational Leadership – all levels.</p>	3	5	<p>Assistant Principal at Toussaint Louverture Elementary</p> <p>2008-2009: Grade: A Reading Mastery: 79%, Math Mastery 74%, Science 44%, Writing 86% AYP Yes</p> <p>2007-2008 Grade C Reading Mastery: 54%, Math Mastery 56%, Science 25%, AYP: 92% - all subgroups made AYP in Mathematics and only the ELL subgroup made AYP in Reading.</p> <p>2006-2007 Grade C Reading Mastery: 55%, Math Mastery 46%, Science 19%, AYP: 95% - All subgroups made AYP in Reading and only the Black subgroup did not make AYP in Mathematics.</p> <p>Assistant Principal at Homestead Senior High School</p> <p>2005-2006 Grade D Reading Mastery: 17%, Math Mastery 36%, AYP: 38% - No subgroups made AYP neither in Reading nor in Mathematics.</p> <p>2004-2005 Grade F Reading Mastery: 16%, Math Mastery 37%, AYP: 27% - Only White subgroup made AYP in Mathematics.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
		Bachelors in Foreign Language in			Reading Coach of Toussaint Louverture Elementary

Reading	Rosanna Rodrigue	Literatures, Catholic University, Milan Italy Masters in Elementary Education from FIU, Miami Florida Reading And ESOL endorsement Certification in Elementary Education 1-6	7	3	2008-2009: Grade: A Reading Mastery: 79%, Math Mastery 74%, Science 44%, Writing 86% AYP Yes 2007-2008 Grade C Reading Mastery: 54%, Math Mastery 56%, Science 25%, AYP: 92% - all subgroups made AYP in Mathematics and only the ELL subgroup made AYP in Reading. 2006-2007 Grade C Reading Mastery: 55%,
Reading	Marriette Francois	Doctorate in Health Education, Technology University of Santiago (UTESA) Reading & ESOL endorsement Certification in Elementary Education and Exceptional Student Education	4	3	Reading Coach of Toussaint Louverture Elementary 2008-2009: Grade: A Reading Mastery: 79%, Math Mastery 74%, Science 44%, Writing 86% AYP Yes 2007-2008 Grade C Reading Mastery: 54%, Math Mastery 56%, Science 25%, AYP: 92% - all subgroups made AYP in Mathematics and only the ELL subgroup made AYP in Reading. 2006-2007 Grade C Reading Mastery: 55%, Math Mastery 46%, Science 19%, AYP: 95% - All subgroups made AYP in Reading and only the Black subgroup did not make AYP in Mathematics.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Mentoring/ Team Teaching	Assistant Principal Reading Coaches, Grade Level Chairs	Ongoing	
2. Professional Development	Reading Coaches, Grade Level Chairs, Media Specialist, District	Ongoing	
3. District Teacher Job Fair	Principal	September 2009	
1. Alternative Teacher Certification Programs: Teachers for America and Miami Teaching Fellows	District, Department of Education (DOE)	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Duna Belvilus	Professional Educator's Certificate Elementary Education (Grades K – 6)	Kindergarten	Teacher just transitioned from a non renewable temporary to a professional certificate and is now Highly Qualified (HQ).
Brenda Brown	Professional Educator's Certificate Elementary Education (Grades 1 – 6)	First grade	Teacher was beyond timeline for English for Speakers of Other Languages (ESOL) courses. She did complete the requirements and the High, Objective, Uniform State Standard of Evaluation (HOUSSE) must be updated.

Paul Camille	Professional Educator's Certificate Elementary Education (Grades 1-6)	Fifth grade	Teacher just completed ESOL courses on 05/25/09.
Dawn Caruso	Professional Educator's Certificate Exceptional Student Education (Grades K-12)	Fifth grade	Teacher is within the timeline to complete ESOL courses.
Vincent Marshall	Professional Educator's Certificate Educational Media Specialist (Grades PK-12), Elementary Education (Grades 1-6), Exceptional Student Education (Grades K - 12)	Second grade	Teacher is within the timeline to complete ESOL courses.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
37	0	35.14	27.03	37.84	48.65	84	8.11	0	62.16

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jacqueline Cash	New Teacher (s)	Beginning teacher	The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee and/or modeling Time is given for the debriefing, feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify 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;" 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Toussaint Louverture Elementary is an ST2 school provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved RtI model for elementary schools.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

- The District uses supplemental funds for improving basic education as follows: II Title
- 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 for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III – Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners in the following areas:

- Tutorial programs
- Parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Reading and supplemental instructional materials
- Hardware and software (Waterford & KidBiz 3000) for the development of language and literacy skills in Reading, Mathematics and Science

Title IV- Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Blue Ribbon Week, Do the Right Thing) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. Curriculum is implemented by classroom teachers and the school counselor throughout the school year. The school partners with the City of Miami Police department to implement the Gang Resistance Education and Training (G.R.E.A.T) program which is a violence and gang prevention program. Toussaint Louverture Elementary is a Health Connect School offering a coordinated level of school based healthcare which integrates education, medical and social services on school grounds.

Title X- Homeless

Supplemental Academic Instruction (SAI)

This 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

Head Start - Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

Adult Education – Parent English classes and life skills classes for adults will be offered at Toussaint Louverture Elementary in collaboration with North Miami Adult Education and the Parent Academy.

Career and Technical Education

N/A

Job Training

N/a

Other

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 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.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Dr. Liliane A. Delbor, Principal, and Sandra Munoz-Rose, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Rosanna Rodriguez and Mariette Francois, Instructional Reading 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; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring.

Suzanne Floyd and Donna Potolsky, 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.

Weiselande Cesar, ESE 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.

Carole Dieudonne, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision-making activities.

Dayana Cadaya, Reading Instructional Specialist: Provides guidance on K-5 Reading Plan; facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1 and 2 intervention plans.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Toussaint Louverture Elementary is being designated as one of the ST2 Model schools, and as such, we emphasize the use of on going progress monitoring and focused interventions to target professional learning that meets specific instructional needs of our students. The team meets biweekly to discuss academic, social and behavioral data that can affect students' progress. The team reviews the results of the biweekly assessments and Interim assessments to monitor progress within each grade level and classroom level

The model provides an effective mechanism that based on data identifies student needs and promptly delivers student

intervention as well as job embedded professional development targeting these needs. Our ST2 team features a school based team that includes the school psychologist, reading coaches, a professional development specialist and school site administrators. The team supports teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the student's instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The team meets with the Educational Excellence School Advisory Council (EESAC) Committee to help develop the SIP. The team analyzes academic, social and emotional data that affect students' achievement; it helps set clear expectations for instruction; it facilitates the development of a systemic approach to teaching; it continuously gives suggestions and feedback to improve the SIP so that it addresses the changing needs of the students. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. It will also provide levels of support and interventions to student based on data.

RtI Implementation

Describe the data management system used to summarize tiered data.

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1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions.

Baseline data – Progress Monitoring and Reporting network (PMRN), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Florida Assessments for Instruction in Reading (FAIR) Florida Comprehensive, Assessment Test (FCAT), District Baseline Assessment.

Progress Monitoring: Biweekly Assessments, Interim Assessment

Midyear- Winter Interim Assessment, Florida Assessments for Instruction in Reading (FAIR)

End of Year – FAIR, FCAT, Stanford Achievement Test (SAT)

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT

• Student grades

• School site specific assessments

Behavior

• Student Case Management System

• Detentions

• Suspensions/expulsions

• Referrals by student behavior, staff behavior, and administrative context

• Office referrals per day per month

• Attendance

• Referrals to special education programs

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI.

The district professional development and support will include: 1) training for all administrators in the RtI problem solving, data analysis process; 2) providing support for school staff to understand basic RtI principles and procedures; and 3) providing a network of ongoing support for RtI organized through feeder patterns. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. An initial session regarding the implementation and challenges of the RtI model will take place in August 2009, prior to the beginning of the school year. The RtI team will also evaluate additional staff PD needs during the bi-weekly RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
Strengths: Across all grade levels, the number of students who showed gains both in Reading and Mathematics has increased. In Reading Words and Phrases, Comparisons, and Reference & Research were the strongest strands. In Mathematics Geometry, Data Analysis and Number sense were the strongest strands. There was an increase of 11 percent points in the number of students who scored at Mastery level in Science.

Weaknesses: In Reading there is a need for improvement in the areas of Main Idea for 3rd grade as evidenced by 62.5 % Content Mean, Comparison for 4th grade as evidenced by 58% Content Mean, and Words/Phrases for 5th grade, as evidenced by 50% Content Mean. In Mathematics there is a need for improvement in the areas of Measurement for 3rd grade as evidenced by 50% Content Mean, Algebraic Thinking for 4th and 5th grade, as evidenced by 57% and 50% Content Mean respectively.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?
The Instructional Focus Calendars (IFCs) will be created in July 2009. The IFCs will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the Winter Interim Assessment. The 2009 FCAT results will be utilized to develop the IFCs. Data results from the September Pre-Test and Winter Interim Assessment will also be utilized. Grade level chairs will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction. Benchmarks will be selected as indicated by students' strengths and weaknesses which will be measured by progress on classroom assignments, assessments and data results. The duration of instruction for each benchmark will be determined by the amount of time allotted in the IFCs to ensure that students are exposed to all Benchmarks prior to FCAT testing and following the guidelines of the New Florida Sunshine Standards and the district Pacing Guides. Administration will implement classroom visitations, will evaluate lesson plans, will monitor teacher data, and will conduct meetings with teachers to ensure that the IFCs is being utilized and implemented effectively. Teachers who are struggling with the implementation of the IFCs will be provided additional opportunities to attend professional development sessions, have the coach or the chairperson provide additional assistance, and observe other teachers who are successful.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?
Reading: Main Idea, Comparison and Words/Phrases were the least proficient strands and will be given priority.
Mathematics: Measurement and Algebraic Thinking were the least proficient strands and will be given priority.
Science: Scientific Thinking was the least proficient strand and will be given priority focus.
Writing: Narrative will be given priority.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?
At the end of the year exit meeting, the administration met with each teacher and determined each teacher students learning gains. After an analysis of the data, the master schedule will be adjusted to prevent low-performing teachers from teaching the same class again and to allow the strongest teachers to be paired with the weakest students.

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

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
A daily focus of the school is for the teachers and students to see the connection between what they are learning and how they will use it in real life, through hands-on activities, performance-based projects and utilization of background knowledge. Also our yearly Career Day allows students to learn the relationship between courses and real life applications as well as

career choices and their requirements.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

How are lesson plans and instructional delivery aligned across grade levels and subject areas?
Grade level teachers will meet weekly to plan for instruction, to determine the areas of students' strengths and weaknesses and to share best practices and resources. Grade level chairs will meet monthly with Leadership Team and share information discussed at the meeting with other teachers.

How are instructional focus lessons developed and delivered?

How are instructional focus lessons developed and delivered?
Focus lessons will be provided by the instructional coaches for each subject area based on a review of students data from Edusoft. The focus lessons selected by the instructional coaches are aligned to the benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Reading, Math, and Science teachers will teach the focus lesson that correlates with their subject area at the beginning of each class period.

How will instructional focus lessons be revised and monitored?

How will instructional focus lessons be revised and monitored?
Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.
Assessments on the focus lessons will be administered on a biweekly basis. Five questions per benchmark will be utilized for assessment purposes.

How are assessments used to identify students reaching mastery and those not reaching mastery?

How are assessments used to identify students reaching mastery and those not reaching mastery?
Mastery will be set at 80% to ensure student proficiency of each benchmark. The assessment results will be used to determine the instructional focus of whole group instruction. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities and other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

The teachers will meet weekly. The meeting will be facilitated by the department chairperson and/or the subject area coach. Notes from the meeting will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teachers in providing small group instruction.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Identify the core, supplemental, and intensive instruction and interventions. How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized as well as computerized programs such as Success Maker, Ticket to Read and FCAT Explorer. Teachers will use instructional strategies and methods adapted for non-mastered areas that have been provided at professional development workshops. Tutorial sessions will also be available and required for non-mastery students.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

How does the school identify staff's professional development needs to improve their instructional strategies?

How does the school identify staff's professional development needs to improve their instructional strategies?

Areas of concern are identified by administrative walkthroughs, Reading coach's identification, and grade chairperson recommendations. Our PD Liaison collects a staff needs assessment survey after each nine weeks. Performance/data analysis will also determine the professional development needs of the staff.

Which students will be targeted for supplemental and intensive instruction/interventions?

Which students will be targeted for supplemental and intensive instruction/interventions?
 As a result of progress monitoring, class work, assessments and observations, students who demonstrate academic difficulties will receive intensive instruction/interventions.
 Struggling students will be offered before school and after school tutoring via SES providers as well as pull out instruction during the regular day from coaches and other staff members.

How will the effectiveness of the interventions be measured throughout the year?

How will the effectiveness of the interventions be measured throughout the year?
 All personnel providing intervention strategies will meet weekly to discuss the progress of students not making mastery.
 Factors hindering progress such as attendance and behavior will be addressed and resolved using the school counselor and community resource personnel. Strategies that are ineffective will be replaced with alternative strategies.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Describe alternative instructional delivery methods to support acceleration and enrichment activities.
 Students who continually exceed mastery levels typically participate in the school's gifted program.
 If they do not meet criteria for the gifted program teachers differentiate instruction and provide enrichment activities in order to meet the needs of more advanced students.

Describe how students are identified for enrichment strategies.

Describe how students are identified for enrichment strategies.
 FCAT/SAT results. In addition student academic progress and teacher recommendation determine placement in higher level courses and academic programs.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The PD Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year and again in the Fall during the Professional Development Day, October 19th, 2009. This training will include the variety of ways to organize a PLC at our work location.	PD Liaison will train PLC members and leaders.	Once the focus of the course is determined, the PD liaison will propose it to MDCPS on the PD Menu.	The schedule will be posted on the MDCPS PD Menu.	The PDL will be offered training in Lesson Study prior to the opening of school and again in the fall of 2009
Each grade level team	Principal, Assistant Principal, ReadingCoaches	Bi-weekly	During common planning time	Data analysis of bi-weekly assessments, RtI, configuration of remediation and enrichment groups.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

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. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY 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 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 10, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for group of students or individual 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.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Test, 79% of students in grades 3-5 achieved mastery. This indicates a 17% increase from the 2008 performance of 62%. All subgroups met AYP. There is a need for improvement in the areas of Main Idea and Author's Purpose for grades 3-5.		Given instruction using the Sunshine State Standards, 80% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR Assessments to monitor student progress.	1. Principal, Assistant Principal and Reading Coaches.	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. The printout of FAIR Assessments.
2	2. Include explicit instruction in Main Idea and Author's Purpose in lesson plans, utilizing Voyager intervention program	2. Principal, Assistant Principal and Reading Coaches.	2. Lesson plans will be reviewed during classroom walkthroughs on a weekly basis.	2. Classroom walkthrough logs to determine frequency of implementation
3	3. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment. Implement CRISS strategies to support students' mastery on the tested benchmarks.	3. Principal, Assistant Principal and Reading Coaches.	3. Review student grouping charts frequently and ensure that groups are redesigned to target the needs of students based on the latest assessments.	2. Classroom walkthrough logs to determine frequency of implementation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
80% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective explicit instruction in Main Idea and Author's purpose	Reading Coach and PD Liaison.	August / September 2009.	Lesson plans and classroom visits	Principal and Reading Coach.
80% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.	CRISS Strategies	Reading Coach and PD Liaison.	August / September 2009.	Lesson plans and classroom visits	Principal and Reading Coach.

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager	District	\$21,000.00
		Total: \$21,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$21,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics Test 74% of students in grades 3-5 achieved mastery. This indicates a 10% increase from the 2008 performance of 64%. All subgroups met AYP. There is a need for improvement in the area of Measurement for grades 3-4.		Given instruction using the Sunshine State Standards, 75% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands-on activities to reinforce measurement concepts.	1. Principal and Assistant Principal.	1. Grade Level Chairs will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	1. The progress of students on assessments
2	2. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment. Plan instruction utilizing "On Target" Math program.	2. Principal, Assistant Principal and Reading Coaches	2. Review student grouping charts frequently and ensure that groups are redesigned to target the needs of students based on the latest assessments	2. Progress of all students on assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

Given instruction using the Sunshine State Standards, 75% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Mathematics Test.	Effective use of manipulatives and hands-on activities	PD Liaison and Grade Level Chairs.	September 2009	Observation of implementation during classroom walkthroughs.	Principal and Assistant Principal.
Given instruction using the Sunshine State Standards, 75% of the students in grades 3-5 will achieve mastery on the 2010 FCAT Mathematics Test.	Effective use of On Target Mathematics	Grade Level Chairs	September 2009	Observation of implementation during classroom walkthroughs.	Principal and Assistant Principal.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
On Target Mathematics	Supplies Account	\$1,200.00
		Total: \$1,200.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,200.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science Test, 47% of fifth grade students achieved mastery. This indicates a 14% increase from the 2008 performance of 33%. There is a need for improvement in Scientific Thinking and Physical and Chemical Science.		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands on laboratory experiments weekly to reinforce physical and chemical science.	1. Principal and Assistant Principal.	1. The created lab schedule will be implemented with fidelity and monitored by the Principal.	1. Improvement on the science bi-weekly assessment.
2	2. Provide real world Science experiences and engaging activities utilizing Science Weekly.	2. Principal and Assistant Principal.	2. Teacher will require students to read science articles weekly.	2. Improvement on the science bi-weekly assessment
3	3. Students complete Science log to support the development of scientific thinking skills.	3. Principal, Assistant Principal and Reading Coaches	3. Review student grouping charts frequently and ensure that groups are redesigned to target the needs of students based on the latest assessments	3. Progress of all students on assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	FCIM training	DOE specialist	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Principal and Assistant Principal
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	How to utilize the Science Log	Grade Level Chairpersons	September 2009	Lesson Plans Classroom Walkthroughs	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Science Weekly	School Supplies	\$250.00
Total: \$250.00		
Final Total: \$250.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Test, 86% of the students in fourth grade scored level 3.5 or above. This indicates a 1% decrease from the 2008 performance of 87%.		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 87% of the fourth grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily; all writing will be dated and recorded in a journal, notebook, or work folder for monitoring of growth across time.	1. Principal and Reading Coach.	1. Student writing samples will be reviewed and scored monthly by classroom teachers and progress will be determined by comparing writing trend data.	1. Progress between monthly writing prompts.
2	2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Principal and Reading Coach.	2. The administration will monitor revision and editing process by reviewing student drafts.	2. Progress between monthly writing prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the fourth grade students will achieve a 3.5 or above	Teaching the use of revision and editing strategies	District Language Arts Supervisor	September 2009	Monitor student writing portfolios or journals.	Coach, Principal and Reading

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Four hundred Parents were contacted during the 2008-2009 school year. There is a need to increase parent contact.		The school will increase the number of parent contacts by 10% by June 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school.	1. Principal	1. Review parent telephone logs	1. Parent attendance sign-in sheets
2	2. Use of Connect-Ed messaging system	2. Selected school staff	2. Collect participation data	2. Title I Administration Parental Involvement Monthly School Report.
3	3. Maintain parental telephone logs and activity reports.	3. Teachers	3. Tally Parental Involvement Monthly School and Activity Reports.	3. Title I Administration Parental Involvement Monthly School Report.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Four hundred and fifty seven parents participated in school activities during the 2008-2009 school year. There is a need to increase parent participation in school activities		The school will increase the number of parents participating in school activities to 481, an increase of 5% from last school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer parent classes and workshops with strategies to increase student achievement.	1. Principal and Parent Liaison / Community Involvement Specialist	1. Collect participation data.	1. Parent attendance sign-in sheets
2	2. Collaborate with PTA to disseminate information and encourage parental support.	2. Principal and PTA president	2. Tally Parental Involvement Monthly School and Activity Reports.	2. Parent attendance sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts by 10% by June 2010	Title I In Action: A Practitioner's Perspective!	District Summer Heat Training for Principals	On-going throughout the 2009-2010 school year	Effectiveness will be determined by the completion of parent surveys	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.
The school will increase the number of parents participating in school activities to 481, an increase of 5% from last school year.	Strategies to increase academic achievement.	Community involvement Specialist.	On-going throughout the 2009-2010 school year	Parents surveys.	Principal and Community Involvement Specialist.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
One percent of Title I Part A School wide allocation and District parental are set aside. Community Involvement Specialist will promote parental participation in school events.	Title I Part A	\$24,192.00
		Total: \$24,192.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$24,192.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager	District	\$21,000.00
Mathematics	On Target Mathematics	Supplies Account	\$1,200.00
Parental Involvement	One percent of Title I Part A School wide allocation and District parental are set aside. Community Involvement Specialist will promote parental participation in school events.	Title I Part A	\$24,192.00
			Total: \$46,392.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Science	Science Weekly	School Supplies	\$250.00
			Total: \$250.00
			Final Total: \$46,642.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT student incentives	2900
Library matching funds	1500

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) will bring together all stakeholders to have an authentic role in decisions which affect instruction and delivery of programs. The SAC will be responsible for final decision making at the school relating to the implementation of school improvement and accountability.

SAC Members

Members

- 1) Dr. Lilliane A. Delbor, Principal
- 2) Rosa A. Rodriguez, SAC Chair
- 3) Djuliana Maxime, Student
- 4) Jose Vil, Student
- 5) Robin Barr, Teacher
- 6) Susanne Floyd, Teacher
- 7) Mariette Francois, Teacher
- 8) Donny Felix, Teacher
- 9) Vincent Marshall, Teacher
- 10) Paul Camille, Teacher
- 11) Brenda Triggs, Business Member
- 12) Rasha Caneau, Business Member
- 13) Sophia Lacroix, Business Member
- 14) Clara Taylor, Parent
- 15) Alejandra Aguilar, Parent
- 16) Berline Benoze, Parent
- 17) Rosemarie Lamarre, Parent
- 18) Septimus Guirlande, Parent
- 19) Helen Johnson, Parent
- 20) Lyliane Santiago, Parent
- 21) Nicole Williams, Parent
- 22) Maria Lafortune, Parent
- 23) Marie Cristalin, Parent
- 24) Hattie Cherry, Parent
- 25) Geraldine Barthelemy, Parent
- 26) Sasha Leon, School Support Personnel
- 27) Willena Joyner, School Support Personnel
- 28) Glenda Lauture, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Dade TOUSSAINT L'OUVERTURE ELEMENTARY 3051															
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 190 Math: 190			2008-2009 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL ⁴	100	Y	100	Y	71	Y	71	Y	94	94	Y				NA	44	29	NA	42	29	NA	75	NA	75	NA			
WHITE		NA		NA		NA		NA			NA				NA			NA		NA								
BLACK	100	Y	100	Y	71	Y	71	Y	94	93	Y				NA	46	29	NA	45	29	NA	76	NA	75	NA			
HISPANIC		NA		NA		NA		NA			NA				NA			NA		NA								
ASIAN		NA		NA		NA		NA			NA				NA			NA		NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	72	Y	93	94	Y				NA	44	28	NA	40	28	NA	77	NA	76	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	69	Y	71	Y			90	Y				NA	49	31	NA	41	29	NA	80	NA	80	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA		NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade TOUSSAINT L'OUVERTURE ELEMENTARY 3051														
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 192 Math: 192			2007-2008 School Grade ¹ : C			Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	56	N	58	N	92	94	Y				NA	39	44	N	49	42	Y	56	N	64	NA		
WHITE		NA		NA		NA		NA			NA				NA			NA			NA						
BLACK	100	Y	100	Y	54	N	55	N	93	94	Y				NA	39	46	N	53	45	Y	54	N	61	NA		
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	56	N	60	N	92	93	Y				NA	37	44	N	46	40	Y	56	N	64	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	51	N	59	N			NA				NA	45	49	N	48	41	Y	59	Y	67	NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade TOUSSAINT L'OUVERTURE ELEMENTARY 3051														
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 216 Math: 216			2006-2007 School Grade ¹ : C			Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.								
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	61	Y	51	N	80	92	Y				NA	45	37	NA	52	49	N	58	NA	53	N		
WHITE		NA		NA		NA		NA			NA				NA			NA			NA						
BLACK	100	Y	100	Y	61	Y	47	N	79	93	Y				NA	46	37	NA	54	53	N	57	NA	51	N		
HISPANIC	100	Y	100	Y		NA		NA			NA				NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	54	N	79	92	Y				NA	46	37	NA	52	46	Y	59	NA	57	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	55	Y	52	N			NA				NA	50	46	NA	49	48	N	56	NA	62	Y		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA			NA			NA						

SCHOOL GRADE DATA

Dade School District TOUSSAINT L'OUVERTURE ELEMENTARY 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	74%	86%	47%	286	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	72%			148	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	84% (YES)	84% (YES)			168	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District TOUSSAINT L'OUVERTURE ELEMENTARY 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	64%	87%	33%	246	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	60%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	68% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					493	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District TOUSSAINT L'OUVERTURE ELEMENTARY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	54%	82%	23%	222	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	52%			117	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	58% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					458	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested