

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Toussaint L Ouverture Elementary School (3051)

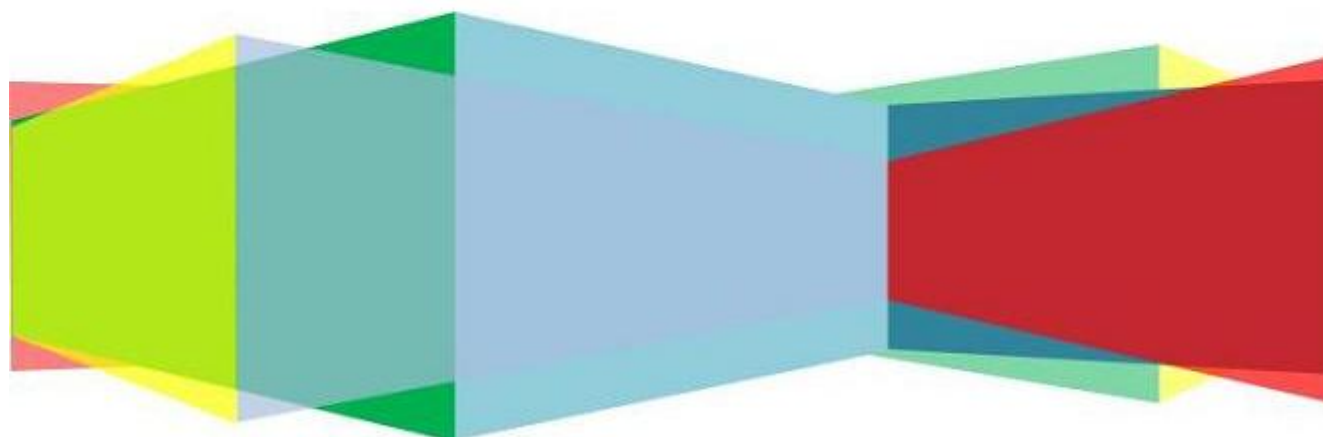
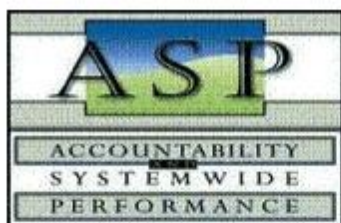
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Dr. Liliane Delbor

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Toussaint Louverture Elementary School will institute an instructional program with a strong focus on literacy from kindergarten through fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A combination of a structured curriculum and the implementation of the Continuous Improvement Model will be utilized to increase student skills, knowledge and achievement. Student progress will be monitored through a variety of year round assessments including weekly, monthly and quarterly. Results will serve to determine students' provision of school enrichment and/or remediation programs.

Given instruction using the Sunshine State Standards, 68 percent of students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 62 percent of students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Economically Disadvantaged students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 83 percent of students in grade four will score 3.5 or higher on the 2008 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty eight percent reaching the State required mastery level as documented by scores of the 2008 FCAT Science Test.

Given school wide focus on increasing parental involvement to facilitate student academic achievement, parental involvement in school sponsored activities will increase to 500 in the 2007-2008 school year as documented by attendance rosters.

Given an emphasis on maintaining a safe and orderly environment, student behavior will improve as evidenced by 70 or less students referred during the 2007-2008 school year.

Given an emphasis on the use of educational technology, 80 percent of students will use school-wide technology programs in the 2007-2008 year as documented by usage reports.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 22 percent of the students achieving gold and silver medals in the 2007-2008 FITNESSGRAM test.

Given emphasis on the benefits of participating in electives and special area activities, the number of students in grade two through five participating in the Chess enrichment program will increase to fifty.

Toussaint Louverture Elementary School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2004-2005 to the 37th percentile on the next publication of the index.

Toussaint Louverture Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by the Professional Development teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Toussaint Louverture Elementary School.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

3051 - TOUSSAINT L OUVERTURE ELEMENTARY SCHOOL

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.

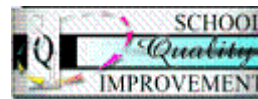
MISSION

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.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

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School Demographics

Toussaint Louverture Elementary School, located at 120 N.E. 59th Street, is in the heart of the Little Haiti Community in Miami, Florida. The school has an enrollment of approximately 447 students in pre-kindergarten through fifth grade. Of the total population, 39 percent are of Limited English Proficiency (LEP). The ethnicity of the students is 88 percent Black, 11 percent Hispanic, and one percent White. Twenty one percent of the Black students are native English speakers, leaving 69 percent of the total population whose home language is Haitian Creole. The Mobility Index rating of the school is 40 and the average daily attendance is 95 percent. Pertinent data, such as School Demographics and Academic Profile, Stanford Achievement Reports, FCAT results, school report cards, and the School Climate Survey were carefully analyzed and evaluated in order to develop goals for the 2007-2008 School Improvement Plan (SIP). Toussaint Louverture Elementary School, in conjunction with the School Advisory Council (SAC), has identified several objectives as its school wide priorities for the 2007- 2008 school year. Toussaint Louverture Elementary School is a Title I School utilizing allocated funds to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Toussaint Louverture Elementary provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades one through five. In addition, special programs are provided including Special Education (SPED), English Language Learners (ELLs), two Academic Excellence Programs (AEP and TEAM) and an in-house pull-out Gifted Program. Toussaint Louverture Elementary has three administrators, a principal, an assistant principal and a community school assistant principal. There are 24 certified classroom teachers, two Reading Coaches, three SPED teachers, one ESOL teacher, one part time Spanish teacher, 3.5 special area teachers, one media specialist, one guidance counselor, one part-time speech therapist, one part-time social worker, one community involvement specialist, one pool substitute, and seven paraprofessionals. The ethnic make-up of the staff is 18 percent White, 61 percent Black, and 20 percent Hispanic. The gender breakdown of the staff is 15 percent male and 85 percent female. Thirty three percent of the teachers hold a Master's degree and 15 percent a Doctoral degree. The student-teacher ratios are at state level requirements as evidenced by data reported on the District and School Profile Report.

School Foundation

Leadership:

Based on the finding of the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, leadership had an average score of 4.1. The leadership team at Toussaint Louverture Elementary School provides staff with the technical support, professional and personal growth opportunities to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. The administrative team creates a supportive and nurturing work environment.

District Strategic Planning Alignment:

It is evident through the OPIS Assessment that most of the respondents reported that employees are knowledgeable about the goals and objectives established by the school and understand the plans and process to evaluate its progress and customers. The School Improvement Plans, Sunshine State Standards, district and state guidelines support the school's goals and objectives. Based on the finding of the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, the average score for strategic planning was 4.0 .

Stakeholder Engagement:

The results of the 2007 Organizational Performance Improvement Snapshot Survey (OPIS) indicate that the staff employed know who their most important customers are and that their customers are satisfied with their work. The customer and market focus average score was 4.2. Toussaint Louverture's EESAC committee with representation from all stakeholders is committed through collaborative decision making to maintain and improve student achievement.

Faculty & Staff:

Toussaint Louverture Elementary has identified two issues in relationship with faculty. The OPIS results with the lowest Category scores of 4.0 are Business Results and Human Resource Focus. In order to increase those indicators, it will be strongly recommended for teachers and staff to attend EESAC meetings for information relating to the financial state of the school; the active participation of teachers within school committees responsible for school activities will be fostered and, teachers' input during weekly grade level and faculty meetings will be elicited when establishing new school policies, rules and regulations.

Data/Information/Knowledge Management:

The findings of the 2007 OPIS show that most of the respondents believe that they have the knowledge and ability to utilize data to monitor the daily operation of the school and measure the quality of their job. Based on the finding of the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, the average score for measurement, analysis, and knowledge management was 4.3 . The leadership team and teachers have been trained in use of the various programs such as Edusoft, Reading First, SANRON Teach Me Writing Program and PMRN that allow data analysis and progress monitoring of students.

Education Design:

The majority of the respondents feel that resources at the school are readily available and are clearly satisfied with the control over their work processes. Based on the finding of the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, the process management had an average score of 4.0.

Performance Results:

The results of the 2007 OPIS reveal that a majority of the respondents feel that they address the level of satisfaction to their customers. They also feel that their organization obeys laws and regulations and has a safe workplace. Based on the finding of the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, the business results had an average score of 4.0.

Schools Graded 'C' or Below

Professional Development:

ELEMENT: CRP Related Items – (Teacher Mentoring)

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

During the 2007-2008 school year, our teachers will be able to select from a multitude of professional development opportunities including, but not limited to, training on differentiated instruction, reciprocal teaching, co-teaching, teacher mentoring, Small Learning Communities, vertical teaming, Creating Independence through Student-Owned Strategies (CRISS) strategies and implementation of current basal series in all core subject areas.

Disaggregated Data :

Toussaint Louverture Elementary's school faculty participates in the opening of school data meeting to review and analyze school wide 2007 FCAT demographic results. Additionally, teachers review and analyze all available DIBEL's, SAT-9/10 and FCAT data specific to the students that they will teach during the 2007-2008 school year. Utilizing the Continuous Improvement Model (CIM), grade level teams discuss biweekly results from the schools biweekly assessments to determine student needs and identify instructional strategies. During the months of November, January, and April grade level teams meet with the reading coach, mathematics leader, and the assistant principal to discuss data results from the district's interim assessments. Instructional strategies are identified in order to address student needs as evidenced by the analysis of the results of the interim assessments. Teachers will also meet individually with the assistant principal and/or principal for "data chats" to ensure that their students are making adequate progress.

Informal and Formal Assessments:

Pre-Test in Reading, Writing, Mathematics and Science (August, 2007)

CIM Bi-weekly Assessments (Ongoing)

District Interim Assessments (Reading, Mathematics and Science: November, January and April)

FCAT Writing+ (February, 2008)

FCAT Assessment (March, 2008)

Classroom Assessments (Ongoing)

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



One-on-One individual teacher instruction
Small group instruction
Peer tutoring
Cooperative learning groups
Hands-on instructional activities
Co-teaching

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

All students will become proficient in Reading.

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 63 percent of students in grades three through five scored at or above FCAT Achievement Level 3. Sixty five percent of students in grades three through five demonstrated acceptable levels of learning gains in reading, an increase of 4 percentage points. Sixty one percent of students in grades three through five scoring in the lowest quartile demonstrated acceptable levels of learning gains in reading as compared to the 50 percent required by the Florida Department of Education (FDOE).

The Florida Department of Education indicates that all subgroups met performance criteria in the 2006-2007 FCAT test.

The results of the 2007 Reading administration of the FCAT test reflect that 51 percent of third grade students met high standards. There is a need for improvement in the areas of Reference Research, Comparisons, and Main Idea/Purpose as evidenced by 50, 59 and 59 Content Mean percent correct respectively. Fifty three percent of fourth grade students met high standards in the 2007 FCAT Reading Test. There is a need for improvement in the areas of Reference/Research, Comparisons, and Main Idea/Purpose as evidenced by 50, 59 and 56 Content Mean percent correct respectively. Sixty one percent of fifth grade students met high standards in the 2007 FCAT Reading Test, an increase of 16 percent from the previous year. There is a need for improvement in the areas of Reference Research, Main Idea/Purpose and Words/Phrases as evidenced by 50, 57 and 56 Content Mean percent correct respectively.

NCLB Subgroup Target

School Improvement Plan

2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 68 percent of students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use assessment data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and school site authored monthly assessments for kindergarten through fifth grade to monitor student progress and guide differentiated instruction.	Reading Coaches Classroom Teachers Administrators	8/20/2007	4/30/2008	Other/ Not Applicable	0
Implement before/during/after school and/or Saturday tutorial programs to address the reading deficiencies of students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Reading Test, using a diagnostic/prescriptive approach for third through fifth grade.	Reading Coaches Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	15000
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the Comprehensive Research-Based Reading Plan and the core literacy program for kindergarten through fifth grade.	Reading Coaches Curriculum Support Specialist Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize computer-assisted programs in reading such as Reading Plus, Accelerated Reader, and Success Maker Enterprise (SME) for kindergarten through fifth grade.	Reading Coaches Classroom Teachers Administrators Technology Facilitator	8/20/2007	5/30/2008	Other/ Not Applicable	0
Tutor lowest quartile fifth grade students with an emphasis on Main Idea/Purpose and Words/Phrases.	Pull-out tutors Coaches Administrators	8/20/2007	3/28/2008	Other/ Not Applicable	2000
Infuse CRISS strategies through the Reading Curriculum for kindergarten through fifth grade.	Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide parents with Reading strategies and materials to be utilized at home with their child(ren).	Coaches Media Specialist Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide students achieving high reading levels as evidenced by the Accelerated Reader test with reward activities and/or prizes.	Media Center Specialist Teachers Coaches Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide teachers with professional development opportunities such as Houghton-Mifflin K-6, Project CRISS, Using Literacy Centers, and Managing the Two Hour Block.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Tutor lowest quartile third grade students with an emphasis on Words/Phrases, Comparisons, and Main Idea/Purpose.	Pull-out tutors Coaches Administrators	8/20/2007	3/31/2008	Other/ Not Applicable	2000
Utilize Houghton Mifflin Reading series as evidenced by lesson plans for kindergarten through fifth grade.	Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Tutor lowest quartile fourth grade students with an emphasis on Reference/Research, Comparisons, and Main Idea/Purpose.	Pull-out teachers Coaches Administrators	8/20/2007	3/31/2008	Other/ Not Applicable	2000

Research-Based Programs

CRP #1

1. Describe the research based instructional materials used in the reading program.

Include a description of how each of the following will be integrated.

The instructional materials include strategies and accommodations that meet the needs of all students, including limited English proficient (LEP) and students with disabilities (SWD), as well as advanced and gifted students.

a. Core Reading Program

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 reading of the same passage within an instructional period of approximately 15 minutes.

Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through 3rd graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success - is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success - is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport - is an intervention for kindergarten - 3rd graders who encounter reading difficulty and are performing below grade level. The goal of

Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

Earobics - provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CCRP through the combined use of software, teacher directed activities, manipulatives and books.

d. Materials and programs, including educational software, to provide additional support in reading growth for all children.

Educational software must supplement and not supplant instruction by a highly qualified instructor.

In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional Development

Leadership: #2 (I-o), #4 (a-b), #6 (a-c) of the CRP.

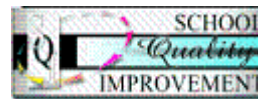
2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity

School Improvement Plan

2007-2008



of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This

information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth grade teachers in April 2007.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction.

Training shall occur during grade level planning time.

Provide professional development to instructional staff in reading's Big Five: phonemic awareness, phonics, fluency, vocabulary and comprehension.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

The following workshops will be conducted as needed during early release days and/or during planning time.

CRISS,

Reading Plus,

Voyager for Kindergarten and 3rd grade teachers,

Houghton Mifflin training for KG - 5th grade teachers,

Success Maker Enterprise (SME),

Snapshot,

Edusoft.

Monthly SRA/McGraw-Hill Reading Mastery Training for Teachers as needed.

Monthly Reading Leaders and Reading Coaches SRA/McGraw-Hill Professional Development.

Evaluation



School Improvement Plan

2007-2008



1. Scores on the 2008 FCAT Reading test will be used to evaluate this objective. 2. Utilize school-wide reading instructional focus calendar which includes a targeted reading skill focus 3. District approved quarterly reading standards assessments 4. Utilize computer-assisted instruction to increase student reading achievement which will provide data-driven results to monitor progress. 5. Utilize Edusoft for assessment and data management purposes. 6. Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials. 7. Assessments from the research-based programs will be administered. 8. The DIBELS (K-3), SRUSS (K), and Writing Pre-test (1-5) will be used for screening assessments, and Reading Standards Quarterly Assessments (2-5), DIBELS 1st and 4th Quarter (K-3), Portfolio (3), and writing assessments (K-1) will be used to monitor progress.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All students will become proficient in Mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 54 percent of students in grades three through five scored at or above FCAT Achievement Level 3, an increase of four percentage points. Fifty two percent of students in grades three through five have demonstrated acceptable levels of learning gains in mathematics.

Results of the 2007 FCAT Mathematics Test reflect that 47 percent of third grade students met high standards. There is a need for improvement in the areas of Geometry and Number Sense as evidenced by 43 and 50 Content Mean percent correct respectively. Fifty six percent of fourth grade students met high standards. There is a need for improvement in the areas of Number Sense, Geometry and Algebraic Thinking as evidenced by 55, 57 and 57 Content Mean percent correct respectively. Thirty five percent of fifth grade students met high standards, an increase of 16 percent. There is a need for improvement in the areas of Measurement, Algebraic Thinking and Number Sense as evidenced by 36, 36, and 38 Content Mean percent correct respectively.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 62 percent of students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Economically Disadvantaged students in grades three through five will achieve level 3 or above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology for kindergarten through fifth grade.	Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement before/during/after school and/or Saturday tutorial programs to address the mathematics deficiencies of students, using a diagnostic/prescriptive approach for kindergarten through fifth grade.	Classroom Teachers Administrators Mathematics Tutors	8/20/2007	5/30/2008	Other/ Not Applicable	15037.36
Infuse CRISS strategies through the Mathematics Curriculum for kindergarten through fifth grade.	Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Infuse technology through the use of SuccessMaker Enterprise, Riverdeep Mathematics, FCAT Explorer, and analyze the data provided by these programs in order to assess and differentiate instruction for all sub-groups in kindergarten through fifth grade.	Classroom Teachers Administrators Technology Resource Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement data-driven instruction according to school site authored monthly assessment results for students in kindergarten through fifth grade using Edusoft.	Classroom Teachers Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Tutor lowest quartile fourth grade students with an emphasis on Geometry and Algebraic Thinking.	Pull-out tutors Coaches Administrators	8/20/2007	3/31/2008	Other/ Not Applicable	2000
Tutor lowest quartile third grade students with an emphasis on Geometry and Number Sense.	Pull-out tutors Coaches Administrators	8/20/2007	3/31/2008	Other/ Not Applicable	2000
Tutor lowest quartile fifth grade students with an emphasis on Number Sense, Geometry, Measurement and Algebraic Thinking.	Pull-out tutors Coaches Administrators	8/20/2007	3/31/2008	Other/ Not Applicable	2000
Utilize Houghton Mifflin mathematics for kindergarten through fifth grade.	Classroom Teachers Administrators Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the mathematics focus calendar for kindergarten through fifth grade as part of the Continuous Improvement Model implementation.	Classroom Teachers Administrators Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide classes to parents with strategies to assist their child (ren) in mastering Mathematic skills.	Community Involvement Specialist Administration.	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

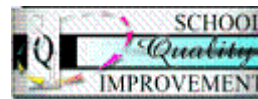
Houghton Mifflin Mathematics series (kindergarten-five). Pearson Digital Learning SuccessMaker Mathematics.

Professional Development



School Improvement Plan

2007-2008



Teachers will attend professional developments such as Family Math, Hands-On Equations, MATHCOUNTS Coaches Training, and Riverdeep. All teachers will attend district staff development specific to their assigned grade level. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring. In addition, all teachers will receive on going professional development, on target areas, according to the needs of the students. Teachers will also be trained in the implementation of CRISS strategies.

The following professional development will be provided as needed during planning time and/or on early release days.

Using Manipulatives in Math

FCAT Explorer

Riverdeep

Success Maker Enterprise (SME)

Edusoft

8 Steps Continuous Improvement Model

Provide professional development on the Transition Academy to fifth grade teachers in April 2008.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation

Evaluation

Scores of the 2008 FCAT Mathematics test will be used to evaluate this objective. District Long- Range Mathematics Plans, grade level assessments, Quarterly Mathematics Standards Assessments, and computer-generated data will provide the formative data used to monitor progress.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will become proficient in Writing.

Needs Assessment

Scores of the 2007 FCAT Writing Test indicate that 82 percent of students in grade four have scored 3.5 or higher, an increase of 11 percentage points. An analysis of students' writing performance data reveals that 84 percent of students met state mastery level in Expository writing as opposed to 72 percent in Narrative writing where there is a need for improvement.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 83 percent of students in grade four will score 3.5 or higher on the 2008 administration of the FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide instructional focus through Writing-Across-the-Curriculum in grades kindergarten through five.	Classroom Teacher Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement and monitor grade-level monthly prompts to chart students' mastery in expository and narrative writing utilizing the writing rubric for kindergarten through fifth grade.	Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide tutorials for fourth grade students with an emphasis on Narrative Writing.	Teachers Coaches	8/20/2007	3/31/2008	Other/ Not Applicable	0
Implement strategies learned in the District's Writing Institute with third and fourth grade students.	Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development opportunities for teachers to participate in workshops such as Project DRAW (Developing Readers and Writers), Writing Across the Curriculum: Step Up to Writing, Writing + Grades 3 and 4 and, Writing with Symbols.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement CRISS strategies in kindergarten through fifth grade.	Classroom Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement daily intervention sessions for all students including those scoring in the identified Levels 1-3 through classroom demonstration/modeling for fourth grade.	Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the Sanron Teach Me Writing program to increase fourth grade students' skills in focus, organization, and elaboration.	Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	4000
Provide fourth graders with focused writing tutorials based on writing pretest scores in expository and narrative writing.	Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Effective writing component of the Comprehensive Research Reading Plan and the utilization of the Sanron Writing Program.

Professional Development

Teachers will attend professional development workshops such as Project DRAW (Developing Readers and Writers), Writing Across the Curriculum: Step Up to Writing, Writing + Grades 3 and 4 and, Writing with Symbols, Holistic Rubric Scoring Training, Writing-Across-the-Curriculum, CRISS, 8-Step Continuous Improvement Model and Sanron Writing Program. All new and beginning teachers will receive continuous mentoring by grade level chairs and coaches. Professional growth activities will be provided for the Sanron Teach Me Writing Program, CRISS and effective writing strategies. Administrative team will monitor implementation of these strategies on an on-going basis.

Evaluation

This objective will be evaluated using scores from the administration 2008 FCAT Writing Test. Monitoring of practice writing tests will occur through evaluation of monthly writing samples in Kindergarten through grade 2; monthly writing prompts in grade 4, as well as quarterly testing in grades 3 through 5 from district- provided writing prompts which will provide formative assessment to monitor progress toward the objective. Attendance logs for tutorials.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Students will increase their Science performance skills to meet the Sunshine State Standards.

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that twenty three percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Earth/Space, Scientific Thinking, Life/Environmental and Physical/Chemical and as evidenced by 40, 42, 50 and 50 Content Mean percent correct respectively. This year concerted instructional effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by twenty eight percent reaching the State required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the eight step Continuous Improvement Model to monitor student progress and provide students with data driven instruction.	Classroom Teacher Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Infuse technology in the science curriculum through the use of the internet as a mean of research for project-based topics provided by teachers on a monthly basis for first through fifth grade students.	Classroom Teacher Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a Science Fair to include participation of students from first through fifth grades.	Classroom Teacher Science Fair Committee Administrators	8/20/2007	4/30/2008	Other/ Not Applicable	200
Align the Science and Mathematics Pacing Guides to provide opportunities for intercurriculum activities for students in first through fifth grades.	Classroom Teacher Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Infuse CRISS strategies throughout the Science Curriculum	Classroom Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Administer Sample Science Tests to grade 5 students as a readiness measure according to the Pacing Guides.	Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a Science lab with hands-on inquiry based investigations for students in third through fifth grades.	Classroom teacher Mathematics/Science Facilitator	8/20/2007	5/30/2008	Other/ Not Applicable	2000
Provide tutoring in small groups to fifth grade students performing below level as measured by District assessments.	Administration Coaches Teachers	8/20/2007	3/31/2008	Other/ Not Applicable	1500
Provide teachers participating in the Science Academic Excellence Program (AEP) component with professional development to target high level students in first and second grades.	Administration Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of science process skills.	Administrators Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scott-Foresman
 Edusoft and Professional Development for its use will be provided by the School Improvement Zone.
 Data Analysis
 Hands on Science by Scott-Foresman
 8-Step Continuous Improvement Model

Professional Development

Teachers participating in the Gifted and Academic Excellence (AEP) Programs will attend District workshops on "Hands-on Science". All new teachers will receive continuous mentoring from grade level chairs. Training and lesson modeling in the scientific method and the infusion of CRISS strategies throughout the curriculum will be provided by the Science facilitator and coaches. Teachers will participate in professional developments such as SECME Mini-Conferences, Science and Mathematics Integrated with Literacy Experiences (SMILE), Focusing Instruction for FCAT Science in Elementary Schools, and Seaquarium: Fun Fishy Facts.
 On-site professional development provided by School Improvement Zone Curriculum Support Specialist as needed during planning time.

Evaluation

School Improvement Zone monthly assessments, school-site developed Pre/Post bi-weekly Science Test and scores of the 2008 FCAT Science Test.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Increase communication and parental involvement.

Needs Assessment

An analysis of Title I parental involvement attendance rosters reveals that 454 parents (34%) have attended Parent Outreach Programs and parent classes conducted by the Community Involvement Specialist. These workshops and classes provided parents with information, skills, and strategies which assisted parents with home learning activities. In order to facilitate students' achievement an increase in parental involvement and the creation of a link between the school, home, and the community is needed.

Measurable Objective

Given school wide focus on increasing parental involvement to facilitate student academic achievement, parental involvement in school sponsored activities will increase to 500 in the 2007-2008 school year as documented by attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to participate in parenting classes in order to improve student achievement.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Encourage parents to participate in the Membership Drive for Parent Teacher Association and the Title I Parent Advisory Council to support student achievement.	Community Involvement Specialist PTA President Administrators Social Worker	9/5/2007	11/30/2007	Other/ Not Applicable	0
Encourage parents to participate in the District's Parent Academy and other learning enhancement activities.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Encourage parents to participate in Adult Literacy and Life Skills classes in order to promote personal growth and employability skills.	Community Involvement Specialist Administrators Social Worker	9/5/2007	5/30/2008	Other/ Not Applicable	5000
Encourage parents to participate in the Parent Resource Center activities in order to support home learning and academic achievement.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement a Resource/Information Fair, Curriculum Fair, Family Book Fair, Family Reading Night and other enrichment activities to enhance literacy and increase parental involvement.	Media Specialist Reading coaches Administrators Classroom Teacher Community Involvement Specialist	8/20/2007	10/31/2007	Other/ Not Applicable	2500
Provide students with health services, vision screening, glasses, and counseling through the Health Connect Program.	Social Worker Counselor Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement National PTA Standards to increase parental involvement.	PTA president Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Send school information such as letters, flyers and a monthly calendar on "Take Home Tuesday" in English, Creole and Spanish.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/20/2007	5/30/2008	Other/ Not Applicable	500

Research-Based Programs

National Standards Parental Involvement Program.

Professional Development

Community Involvement Specialist will attend meetings, District professional development workshops and Annual District Title I meetings to coordinate Parent Workshops.

Evaluation

Parental involvement will be evaluated/evidenced by attendance rosters from workshops, classes, Open House, PTA membership, home visits, teachers, social worker and Connect-Ed Logs.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Provide a learning atmosphere in which students feel safe, secure, and happy.

Needs Assessment

The 2006-2007 District Case Management report indicates that 80 students were referred for general disruptive conduct. There is a need to improve student behavior to create a safe and orderly teaching and learning environment.

Measurable Objective

Given an emphasis on maintaining a safe and orderly environment, student behavior will improve as evidenced by 70 or less students referred during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse Bullying Prevention Program through classroom presentation for kindergarten through fifth grade.	Counselor Administrators	9/10/2007	4/30/2008	Other/ Not Applicable	0
Coordinate and monitor student participation in Peer Counseling, Group Counseling and Health Promoting Education.	Counselor Administrators	9/3/2007	5/30/2008	Other/ Not Applicable	0
Implement and monitor character education lessons for kindergarten through fifth grade.	Counselor Classroom teachers Administrators	9/3/2007	4/30/2008	Other/ Not Applicable	0
Provide workshops for teachers on bullying prevention, conflict resolution, and Health Education Program for kindergarten through fifth grade.	Counselor Safe School Specialist Teachers Administrators	9/17/2007	2/29/2008	Other/ Not Applicable	0
Discuss case studies on behavior/classroom management during Grade Level Meetings.	Safe School Specialist Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Create/Revise a school-wide discipline plan for kindergarten through fifth grade through a committee representing all stakeholders.	Safe School Specialist Counselor Administrators EESAC	9/3/2007	10/31/2007	Other/ Not Applicable	0
Provide workshops for parents on parenting and alternative discipline strategies.	Safe School Specialist Counselor Community Involvement Specialist Administrators	10/1/2007	4/30/2008	Other/ Not Applicable	0

Research-Based Programs

Bully Proofing Your School (Carla Carrity, Ph.D. et al)

Professional Development

All teachers will receive professional development in intervention skills for dealing with bullying students, Conflict Resolution, Health Promoting Education through workshops such as Health Connect In Our Schools (HCIOS), School Support Team (SST) and Violence Prevention: The Impact of Bullying and Harrassment.

Evaluation

The discipline committee will meet monthly to monitor student improvement in student behavior. Review the District Case Management Report for monthly student referrals and analyze final data comparison.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Improve student skills, knowledge and academic performance by using technology as an instructional and remediation tool.

Needs Assessment

Analysis of the Instructional Technology Progress and Growth reports indicate that 72 percent of students used instructional software in the 2006-2007 school year indicating a need to increase that number by five percent.

Measurable Objective

Given an emphasis on the use of educational technology, 80 percent of students will use school-wide technology programs in the 2007-2008 year as documented by usage reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with professional development workshops/opportunities to ensure proper implementation of classroom software for kindergarten through fifth grade.	Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize and monitor FCAT Explorer to increase reading and mathematics skills for third through fifth grade.	Classroom Teacher Microsystem Technician Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize and monitor Reading Plus to increase reading skills for second through fifth grade.	Classroom Teacher Reading Coaches Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize and monitor Waterford program to increase reading skills in ESOL self-contained kindergarten.	Classroom Teacher Microsystem Technician Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize and monitor SuccessMaker to increase reading and mathematics skills for first through fifth grade.	Classroom Teacher Mycrosystem Technician Teacher Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize and monitor Riverdeep to increase mathematics skills for first through fifth grade.	Classroom Teacher Microsystem Technician Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize and monitor Accelerated Reader, both Reading and Vocabulary Programs, to increase reading skills for first through fifth grade.	Classroom Teacher Media Specialist Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Reading Plus. SuccessMaker Enterprise.

Professional Development

Teachers will participate in professional development and inservices for technology such as Edusoft - Basic, Success Maker, Snapshot, Riverdeep, Waterford, FCAT Explorer, Accelerated Reader, and PMRN to increase their skills in the use of instructional software.

Evaluation

Evaluation will be made through ongoing reports from the instructional technology software on students' progress. In addition, prescriptive strategies will be implemented for individual students based on assessement results. Final reports from the year's end will be analyzed to determine the effectiveness of students' time on task and the effectiveness of strategies used.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Increase the number of students who achieve gold and silver medals in the National Association for Sports and Physical Education "Moving into the Future: National Standards for Physical Education" program as measured by the FITNESSGRAM test.

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM test, 19 percent of students were awarded gold and silver medals. There needs to be an increase of three percent.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 22 percent of the students achieving gold and silver medals in the 2007-2008 FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate healthy eating habits in lessons to foster student physical fitness.	Physical Education teachers	08/07/2006	05/30/2007	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically aligned to district goals and objectives as they are related to assessment component items, which would enhance specificity of training.	Principal Assistant Principal	8/07/2006	5/26/2007	Other/ Not Applicable	0
Administer a pre- and post-test to determine student baseline measures to properly assess both student fitness performance and programmatic success.	Physical Education Teachers	8/14/2006	5/31/2007	Other/ Not Applicable	0
Provide Primary and Physical Education teachers with professional development opportunities on the National Standards of Physical Education.	Administrators	8/7/2006	5/31/2007	Other/ Not Applicable	0
Utilize the FITNESSGRAM test to compare pre and post test data of students in grades three through five in order to determine achievement of goals and objectives.	Physical Education teachers Administrators	8/07/2006	5/26/2007	Other/ Not Applicable	0
Ensure and monitor the mapping of curriculum objectives by physical education teachers for the long range planning to provide time on task in the fitness program.	Physical Education teachers Administrators	8/07/2006	5/26/2007	Other/ Not Applicable	0

Research-Based Programs

2007-2008 The National Association for Sports and Physical Education "Moving into the Future: National Standards for Physical Education" program.

Professional Development

Primary and Physical Education teachers will receive professional development on the National Standards of Physical Education.

Evaluation

2007-2008 FITNESSGRAM Test

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Increase the amount of students participating in the Chess enrichment program.

Needs Assessment

Forty students participated in the before school Chess Program classes during the 2006-2007 school year. There is a need to build students' logic and critical thinking skills.

Measurable Objective

Given emphasis on the benefits of participating in electives and special area activities, the number of students in grade two through five participating in the Chess enrichment program will increase to fifty.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Teach students logic and reasoning skills, outcome predicting, problem solving, sequencing and cause and effect through the implementation of the Chess enrichment program.	Chess Teachers.	09/01/2006	05/30/2007	Other/ Not Applicable	0
Teach students to name and position chess pieces on chess board	Chess Teachers	09/01/2006	5/30/2007	Other/ Not Applicable	0
Use game strategies to help students develop higher order thinking skills.	Chess Teachers	09/01/2006	5/30/2007	Other/ Not Applicable	0
Use game strategies to help students develop their concentration skills, self-discipline and intellectual maturity	Chess Teachers	09/01/2006	05/01/2007	Other/ Not Applicable	0
Provide teachers with District Training on the Chess Program.	Administration	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Orientation and Facilitator training.

Evaluation

Tournament and competition participation at the Regional Centers, District, State and National level. 2007-2008 FCAT scores and Facilitator's observation rosters.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Toussaint Louverture Elementary School will rank at or above the 37th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2004-2005, Toussaint Louverture Elementary ranked at the 32th percentile on the State of Florida ROI index.

Measurable Objective

Toussaint Louverture Elementary School will improve its ranking on the State of Florida ROI index publication from the 32nd percentile in 2004-2005 to the 37th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district/zone on resource allocation.	Principal Assistant Principal	7/31/2006	6/1/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	7/31/2006	6/1/2007	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	7/31/2006	6/1/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	7/31/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Toussaint Louverture Elementary will show progress toward reaching the 50th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high 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.</i>

Budget:

The EESAC reviews and makes recommendations regarding the allocation of funds to support the educational programs. The EESAC committee's budget for the 2007-2008 school year is \$10,014.00.

Training:

Professional development and parent education is an ongoing process. The EESAC provided recommendations and identified training needs.

Instructional Materials:

The EESAC, faculty and administration work cooperatively to assess instructional needs and available resources to enhance student academic performance. The EESAC committee usually allocates \$1,000.00 to buy library equipment and supplies.

Technology:

The EESAC and the technology committee work together to provide students with advanced technological resources. The use of technology permeates throughout the school to enhance communication, progress monitoring, student learning, remediation and curriculum support.

Staffing:

The EESAC developed the School Performance Excellence Plan, where staffing concerns and recommendations were addressed.

Student Support Services:

The EESAC supports the Parent Outreach Center in programs such as Reading Is Fundamental, Career Fair, Health Fair, and Technology Fairs.

Other Matters of Resource Allocation:

The EESAC supports student achievement by providing instructional support and tutoring funding in the amount of \$5,000.00.

Benchmarking:



School Improvement Plan

2007-2008



The EESAC supports the No Child Left Behind Act as it relates to student achievement, staff development, and parental involvement. The EESAC monitors compliance with the implementation of the Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS).

School Safety & Discipline:

The Safety Committee, administration, and EESAC work collaboratively to address all safety and discipline matters.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21000
Mathematics	21037.36
Writing	4000
Science	3700
Parental Involvement	8000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	57737.36



School Improvement Plan

2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent