
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3051 - Toussaint L Ouverture Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Liliane Delbor

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Toussaint L Ouverture Elementary School

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 to 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 structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a three percent increase of students meeting high standards on the 2006 administration of the FCAT Reading test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, 50 percent of students in grade four will increase their writing skills as evidenced by three percentage points increase or higher to attain the state required mastery level of 4.0 or higher as documented by the comparison of the 2006 FCAT Writing Plus Test scores to the scores of the 2005 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five at Toussaint Louverture Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale to meet or exceed the District's mean scale score on the 2006 FCAT Science test as compared to the 2005 administration.

Given school wide focus on increasing parental involvement in order to facilitate student academic achievement, parental involvement in school sponsored activities will be increased by five percent in 2005-2006 school year as documented by attendance rosters compared to 2004-2005 attendance rosters.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 data of student referrals.

Given an emphasis on the use of educational technology, students will increase the use of school-wide technology programs by five percent to enhance learning through technology as compared to the 2004-2005 data.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a five percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 FITNESSGRAM.

Given instruction using the Sunshine State Standards, students in grade two through five will improve their participation in music enrichment in order to achieve a higher level of comprehension in music.

Toussaint Louverture Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2003 to the 35th 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 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.

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

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.

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 520 students in pre-kindergarten through fifth grade. Of the total population, 38 percent are of Limited English Proficiency (LEP). The ethnicity of the students is 91 percent Black, eight percent Hispanic, and one percent White. Only three percent of the Black students are native English speakers, leaving 86 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 94 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 2005-2006 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 2005- 2006 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, specialty programs are provided including Exceptional Student Education (ESE), Limited English Proficiency (LEP), and an Academic Excellence Program (AEP).

Toussaint Louverture Elementary has two administrators, a principal and a community school assistant principal. There are 30 certified classroom teachers, two reading coaches, two ESE teachers, four ESOL teachers, six special area teachers, one media specialist, one guidance counselor, one speech therapist, one social worker, one community involvement specialist, nine paraprofessionals. The ethnic make-up of the staff is 17 percent White, 52 percent Black, 26 percent Hispanic and four percent Asian. The gender breakdown of the staff is 20 percent male and 80 percent female. 39 percent of the teachers hold a Master's degree and 15 percent a Doctoral degree. One of our teachers is a National Board candidate. 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 Organizational Performance Improvement Snapshot Survey, the leadership team at Toussaint Louverture Elementary School provide the technical support and professional and personal growth opportunities that staff needs in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. The supervisor creates a work environment that is supportive.

District Strategic Planning Alignment:

It is evident through the survey that most of the respondents report that employees are knowledgeable about the goals and objectives established by the school and understand the plans and process to evaluate its progress. The School Improvement Plans, Sunshine State Standards, district and state guidelines support the school's goals and objectives.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot Survey indicate that the staff employed know who their most important customers are and that their customers are satisfied with their work. 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 results of the Organizational Performance Improvement Snapshot Survey indicate that the teachers feel they do not have enough information relating to the financial state of the school, and that additional input from teachers need to be included in the school's plan for the future.

Data/Information/Knowledge Management:

The findings of the survey 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. The leadership team and teachers have been trained in use of the various programs such as Edusoft 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.

Performance Results:

The results of the survey 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 have a safe workplace.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Mrs. Delbor attended a Teacher Fair sponsored by the school district. She contacted applicants from other states. She provided tours of the school to new applicants and recruited teachers throughout the district. She also assigned a mentor teacher to each new teacher and each new teacher has biweekly meetings with administrators. Properly certified teachers new to the school are also provided support from reading coaches, grade level chairpersons, the technology resource teacher and the school's media specialist.

• Highly Qualified, Certified Administrators:

LILIANE A. DELBOR, PRINCIPAL

This year marks Mrs. Liliane A. Delbor's third year as Principal of Toussaint Louverture Elementary. Prior to her appointment as Principal, she served as Assistant Principal in both low performing and high performing elementary and middle schools with a high concentration of free and reduced lunch students. She facilitated various trainings in writing, mathematics, and technology. She coordinated a Young Author Fair for all the schools in her feeder pattern. She also worked as a bilingual curriculum specialist, Cooperative Education Coordinator, School Counselor, and teacher of Social Studies, Business Education, ESOL, French, and GED Mathematics. She volunteered for the district as a bilingual Haitian/Creole assessor for Content Curriculum in the Home Language (CCHL) applicants. She taught courses at the university level entitled Multi-Cultural Heritage for Florida Memorial College, Business English for Miami Dade College and English for Speakers of Other Language for C.W. Post College. She also served as a curriculum specialist for Miami Dade College Satellite Program in Little Haiti. She provided workshops for a group of prospective Haitian American school administrators in preparation for the in-basket section of the Assessment Center for school administrators. She was credited for their success in the assessment process as well as being promoted to Assistant Principal. She is currently pursuing a doctoral degree in Educational Leadership. This past year, the school received commendations during each of the grading periods for an increase in the number of students in attendance. Through the "Get Caught Reading" that she implemented, the book circulation in the school Media Center tripled for the year. The student's 2005 FCAT Reading scores increased by one percentage point for students meeting high standards compared to the 2004 administration. Students' scores on the FCAT 2005 Mathematics increased by three percentage points for students meeting high standards as compared to the scores of the 2004 administration.

• Teacher Mentoring:

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientations provided by the District. Professional Growth Teams are assigned to mentor new teachers. Administration will facilitate the collaborative efforts to assist new teachers with planning and effective classroom management strategies through grade level mentorship. The Reading Leader and/or Reading Coach will provide follow-up mentoring.

• School Advisory Council:

Toussaint Louverture Elementary School encompasses a collaborative system of leadership that includes representation of all stakeholders in its primary decision-making group, the School Advisory Council (SAC). The SAC promotes professional development to explore innovative ideas to improve the educational delivery of differentiated instruction. Contributing to the goals, mission, and vision of the school, the SAC provides an environment of professional collaboration among all stakeholders.

Through partnership with site leadership, council members, and stakeholders, the council discusses SIP goals, analyzes data, available resources, and makes recommendations in accordance with the Plan-Do-Check-Act action plan of the Continuous Improvement Model.

• Extended Learning Opportunities

Toussaint Louverture Elementary School will offer a variety of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur before, during, after-school, and on Saturday. Funding for these tutorial programs will be through an Easter Seals Grant and Little Liberty 21st Century Learning Grant. The FCAT Enhancement Grant has been used to hire two temporary instructors to provide intensive remediation to small groups of students who scored at Level one and two on the 2005 FCAT Mathematics administration. During the school day, the Mathematics tutors will provide FCAT Mathematics instruction to students in grades three through five. The school day tutorials will include the Voyager Passport reading program for students retained in third grade as well as other students in need of remediation. The tutorial programs utilize a variety of assessments to monitor and document student progress such as Successmaker reports and teacher assessments. Targeted students will participate in an extended day literacy program. A structured tutorial will address each student's identified reading deficiencies. The programs to be used are Houghton Mifflin's Early Success and SOAR TO SUCCESS. Second Grade through Fifth Grade students will also be using the Reading Plus program for at least 90 minutes per week.

• School Wide Improvement Model

Toussaint Louverture Elementary will incorporate the Continuous Improvement Model (CIM). The CIM will involve an Eight-step process that will regularly assess students for enrichment and remediation based on data-driven results. The steps in the model enable teachers to focus on benchmark areas of deficiency.

Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 1 STATEMENT:

Increase reading performance of all NCLB populations.

Needs Assessment

Results of the 2005 FCAT Reading test indicate 51 percent of students in grades three through five have scored at or above FCAT Achievement Level 3, while 49 percent did not meet standards. According to these results, 50 percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading, a decrease in 14 percentage points as compared to scores of the 2004 administration. 33 percent of students in grades three through five scoring in the lowest 25 percent by grade level have demonstrated acceptable levels of learning gains in reading as compared to the 50 percent required by the Florida Department of Education (FDOE), a decrease of 23 percentage points as compared to scores of the 2004 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a three percent increase of students meeting high standards on the 2006 administration of the FCAT Reading test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Houghton Mifflin reading series as evidenced by lesson plans for kindergarten through fifth grade.	Classroom Teachers Administrators	8/1/2005	5/26/2006
Use quarterly 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	9/2/2005	4/24/2006
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	8/1/2005	5/26/2006
Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Reading Test, as delineated in adequate yearly progress disaggregated data. Implement before/during/after school and/or Saturday tutorial programs to address the reading deficiencies of students, using a diagnostic/prescriptive approach for third through fifth grade.	Reading Coaches Classroom Teachers Administrators	8/1/2005	5/26/2006
Implement CRISS strategies for kindergarten through fifth grade.	Classroom Teachers Administrators	8/1/2005	5/26/2006
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program for kindergarten through fifth grade.	Reading Coaches Curriculum Support Specialist Administrators	8/1/2005	5/26/2006

Research-Based Programs

Houghton Mifflin Reading series (Kindergarten-five). Pearson Digital Learning SuccessMaker. Reading Plus. Houghton Mifflin's Early Success, Soar to Success, and Voyager Passport.

Professional Development

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 Houghton Mifflin 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 eight-Step Continuous Improvement Model. The School Improvement Zone Curriculum Support Specialist and school-site reading coaches 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. The following workshops will be conducted as needed during after school and/or during planning time: Reading Plus, Success Maker Enterprise (SME), Student Performance Indicator (SPI), Edusoft. Teachers will be trained on how to implement CRISS strategies into their teaching.

Evaluation

Administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to kindergarten through grade three students. Monthly Assessments on Edusoft. Administer 2006 FCAT Reading Test to grades three through five students.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 2 STATEMENT:

Increase the mathematics performances of all NCLB populations.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 41 percent of students in grades three through five have scored at or above FCAT Achievement Level 3, an increase of three percentage point as compared to scores of the 2004 administration. 63 percent of students in grades three through five have demonstrated acceptable levels of learning gains in mathematics, an increase of four percentage points as compared to scores of the 2004 administration. 37 percent of the Black students in grades three through five have scored at or above the state required mastery level in mathematics. 38 percent of the Free and Reduced Lunch students in grades three through five have scored at or above the State mastery level in mathematics. 39 percent of Limited English Proficiency students in grades three through five have scored at or above the State mastery level in mathematics. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and 2.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will increase their mathematics skills as evidenced by a minimum of 50 percent of students scoring a Level 3 or higher on the 2006 administration of the FCAT as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/1/2005	5/26/2006
Implement CRISS strategies for kindergarten through fifth grade.	Classroom Teachers Administrators	8/1/2005	5/26/2006
Implement data-driven instruction according to school site authored monthly assessment results for students in kindergarten through fifth grade using Edusoft.	Classroom Teachers Administrators	8/1/2005	5/26/2006
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 group kindergarten through fifth grade.	Classroom Teachers Administrators Technology Resource Teacher	8/1/2005	5/26/2006
Identify the students in all subgroups scoring at Achievement Levels 1 or 2 on the 2005 FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data. Implement	Classroom Teachers Administrators Mathematics Tutors	8/30/2005	5/26/2006

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.			
Implement the mathematics focus calendar for kindergarten through fifth grade.	Classroom Teachers Administrators Administrators	8/1/2005	5/26/2006
Utilize Houghton Mifflin mathematics for kindergarten through fifth grade.	Classroom Teachers Administrators Administrators	8/1/2005	5/26/2006

Research-Based Programs

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

Professional Development

All teachers will attend district staff development specific to their assigned grade level. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. Design professional development in mathematics according to the needs of the students. Teachers will also be trained on how to implement CRISS strategies into their teaching.

Evaluation

Scores of the 2006 FCAT Mathematics test will be used to evaluate this objective. District Long- Range Mathematics Plans. Monthly Assessments. Computer-generated data will provide the formative data used to monitor progress using Edusoft.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

Scores of the 2005 FCAT Writing Test indicate that 79 percent of students in grade four have scored 3.0 or higher, a slight decrease of four percentage points as compared to scores of the 2004 administration. An analysis of students' writing performance data reveals that 46 percent of students met state mastery level in Expository writing; 47 percent of students met state mastery level in Narrative writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade four will increase their writing skills as evidenced by three percentage points increase or higher to attain the state required mastery level of 4.0 or higher as documented by the comparison of the 2006 FCAT Writing Plus Test scores to the scores of the 2005 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form focused writing tutorial groups based on writing pretest scores in expository and narrative writing for fourth grade.	Classroom Teacher	8/1/2005	5/26/2006
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	8/1/2005	5/26/2006
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	8/8/2005	5/26/2006
Implement a school-wide instructional focus through Writing-Across-the-Curriculum in grades kindergarten through five.	Classroom Teacher Reading Coaches	8/1/2005	5/26/2006
Use Learning Express to improve writing through the internet by answering a prompt and getting the score in one day for third through fifth grade.	Classroom Teacher Reading Coaches	10/6/2005	4/24/2006
Implement CRISS strategies in kindergarten through fifth grade.	Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

Sunshine State Standards-Grade Level Expectations. Effective writing component of the Comprehensive Reading Plan. Learning Express.

Professional Development

All new and beginning teachers will receive continuous mentoring. In-house training and in services will be provided to all teachers and staff members when deemed necessary. Provide professional growth activities for teachers focused on effective writing strategies and monitor implementation of new strategies learned from workshops on a quarterly basis. Teachers will also be trained on how to implement CRISS strategies into their teaching.

Evaluation

Scores on monthly narrative and expository writing prompts. Scores of 2006 fourth grade FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

Increase the science performance of all NCLB populations to meet the Sunshine State Standards in science.

Needs Assessment

Results of the 2005 FCAT Science Test indicated that the students in fifth grade achieved a mean scale score of 235 points in comparison to the District scale score of 286 points. An analysis of student science performance demonstrated that additional emphasis in grade five will be placed on the science strands of Life and Environmental, Physical and Chemical, and Earth and Space Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five at Toussaint Louverture Elementary School will demonstrate improvement in science as evidenced by an increase in the mean scale to meet or exceed the District's mean scale score on the 2006 FCAT Science test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement CRISS strategies in kindergarten through fifth grade.	Classroom Teacher	8/1/2005	5/26/2006
Infuse technology in the science curriculum through the use of the internet as a means of research for project-based topics provided by teachers on a monthly basis for kindergarten through fifth grade.	Classroom Teacher Administrators	8/1/2005	5/26/2006
Align the Science and Mathematics long-range plans to provide opportunities for the integration of the two subjects so that students can experience the relationship between Mathematics and Science for kindergarten through fifth grade.	Classroom Teacher Administrators	8/1/2005	5/26/2006
Analyze data to drive instruction and provide resources for students in kindergarten through fifth grades to participate in monthly hands-on inquiry based investigation through the school Science Curriculum.	Classroom Teacher Administrators	8/1/2005	5/26/2006
Administer Sample Science Test to grade 5 students for science instruction based on implemented long-range plans.	Classroom Teachers Administrators	10/17/2005	5/19/2006
Implement a Science Fair (participant enrollment and a list of ribbons awarded) for kindergarten through fifth grade.	Classroom Teacher Science Fair Committee Administrators	3/13/2006	4/17/2006

Research-Based Programs

Foss Kits

Professional Development

All new teachers will receive continuous mentoring. Coordinate workshops that model instruction to be implemented in the classroom in science skills. All teachers will be trained in the process of the scientific method process. Teachers will be trained on how to implement CRISS strategies into their teaching. Provide on-going professional development to all teachers.

Evaluation

School-site developed Pre/Post Science Test. Scores of the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

To increase communication and parental involvement

Needs Assessment

An analysis of parental involvement attendance rosters reveals that 25 percent of parents 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 in order to facilitate student academic achievement, parental involvement in school sponsored activities will be increased by five percent in 2005-2006 school year as documented by attendance rosters compared to 2004-2005 attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parents to participate in parenting classes in order to improve student achievement.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2005	5/26/2006
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	9/1/2005	10/31/2005
Implement a family Book Fair and other family enrichment activities to enhance literacy.	Media Specialist Reading coaches Administrators Classroom Teacher Community Involvement Specialist	8/31/2005	9/16/2005
Encourage parents to participate in the District's Parent Academy and other learning enhancement activities.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2005	5/26/2006
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	9/1/2005	5/26/2006
Encourage parents to participate in the Parent Resource Center and activities in order to support home learning and academic achievement.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2005	5/26/2006
Establish "Take Home Tuesday" to disseminate information in the home language in the form of letters, flyers, and a monthly calendar.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2005	5/26/2006
Provide students with a full service clinic for health services, vision screening, glasses, and counseling.	Social Worker Counselor Administrators	8/1/2005	5/26/2006

Research-Based Programs

National Standards Parental Involvement Program

Professional Development

Community Involvement Specialist and Parent workshops, Annual District Title I meeting and Parent Workshops.

Evaluation

Workshops, classes, and Open House attendance rosters will be used to evaluate parental involvement. PTA membership Rosters; home visits, and contacts/targeted parent assistance; Full Service Clinic Logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

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

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary report of student case management. This 2004-2005 report shows that 80 students were referred for general disruptive conduct. An analysis of this report indicates a need for a decrease in the behaviors indicated above. Decrease in the negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 data of student referrals.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form a committee with our stakeholders in order to create a school-wide discipline plan for kindergarten through fifth grade.	Counselor Administrators EESAC	9/1/2005	10/31/2005
Infuse Bullying Prevention Program through classroom presentation for kindergarten through fifth grade.	Counselor Administrators	10/3/2005	4/28/2006
Provide workshops for parents on parenting and alternative discipline strategies.	Counselor Community Involvement Specialist Administrators	10/3/2005	4/28/2006
Implement and monitor character education lessons for kindergarten through fifth grade.	Counselor Classroom teachers Administrators	9/1/2005	4/28/2006
Coordinate and monitor student participation in Peer Counseling, Support Group including Health Promoting Education.	Counselor Administrators	9/1/2005	5/26/2006
Provide workshops for teachers about identifying bullying actions and prevention, conflict resolution, and Health Education Program for kindergarten through fifth grade.	Counselor School safe facilitator Teachers Administrators	10/3/2005	2/28/2006

Research-Based Programs

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

Professional Development

All teachers will receive professional development in the following areas:

- Intervention skills for dealing with bullying students
- Conflict Resolution
- Health Promoting Education

Evaluation

The discipline committee will meet monthly to monitor student improvement. Review monthly student referral report and analyze final data comparison.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

Improve student performance on academic assessments by using technology as an instructional and remediation tool.

Needs Assessment

In order to make a significant academic improvement this school year, the proficient use of technology will need to be employed. In addition, analysis of the Instructional Technology Progress and Growth reports indicate the need for more student time on task with the software.

Measurable Objective

Given an emphasis on the use of educational technology, students will increase the use of school-wide technology programs by five percent to enhance learning through technology as compared to the 2004-2005 data.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize and monitor Reading Plus for second through fifth grade.	Classroom Teacher Reading Coaches Administrators	8/1/2005	5/26/2006
Utilize and monitor Accelerated Reader for first through fifth grade.	Classroom Teacher Media Specialist Administrators	8/1/2005	5/26/2006
Utilize and monitor FCAT Explorer for third through fifth grade.	Classroom Teacher Technology Resource Teacher Administrators	8/1/2005	5/26/2006
Utilize and monitor SuccessMaker for first through fifth grade.	Classroom Teacher Technology Resource Teacher Administrators	8/1/2005	5/26/2006
Utilize and monitor Waterford program in ESOL self-contained kindergarten.	Classroom Teacher Technology Resource Teacher Administrators	8/1/2005	5/26/2006
Utilize and monitor Riverdeep for first through fifth grade.	Classroom Teacher Technology Resource teacher Administrators	8/1/2005	5/26/2006

Research-Based Programs

Reading Plus. SuccessMaker Enterprise.

Professional Development

Teachers will participate in professional development and inservices for technology to increase teacher skills in the use of the instructional software. Additional inservices will be scheduled as needed to increase proficiency.

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identify what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that all schools administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Based on the results of the 2004-2005 FITNESSGRAM, 14 percent of students were award winners. There needs to be an increase of five percent.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by a five percent increase in the number of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/1/2005	5/26/2006
Ensure and monitor the mapping of curriculum objectives by physical education teacher for the long range planning to provide time on task in the fitness program.	Physical Education teacher Administrators	8/1/2005	5/26/2006
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 teacher Administrators	8/1/2005	5/26/2006
Develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated.	Physical Education teacher Administrators	8/1/2005	5/26/2006

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

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

Evaluation

2005-2006 FITNESSGRAM

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 9 STATEMENT:

To increase participation in the music enrichment program.

Needs Assessment

Students at Toussaint Louverture Elementary have been participating in music enrichment program in the extended hour if they are in the Academic Excellence Program classes. These students have met high standards on both the 2005 Reading and Mathematics. We want to increase the students' participation in order to challenge them, through music, to use their critical thinking skills.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade two through five will improve their participation in music enrichment in order to achieve a higher level of comprehension in music.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Teach students to comfortably sing in two parts for grades two through five.	Music Teacher	8/1/2005	5/26/2006
Work on the student's knowledge of composers and their relationship to the history of that particular country for grades two through five.	Music Teacher	8/1/2005	5/26/2006
Develop a short (4 measure) melody for grades two through five.	Music Teacher	8/1/2005	5/26/2006
Teach students how to read the treble clef and then applying that knowledge to music for the recorder and orff instruments for grades two through five.	Music Teacher	8/1/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Short Melody. Written research on particular composers. Play a simple melody (from sight) on either the orff instruments or the recorder. Perform two part songs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Toussaint Louverture Elementary School will rank at or above the 35th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Toussaint Louverture Elementary ranked at the 30th 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 30th percentile in 2003 to the 35th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/1/2005	5/26/2006
Collaborate with the district/zone on resource allocation.	Principal Assistant Principal	8/1/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/1/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/1/2005	5/26/2006

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"/>	<p><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></p>

Budget:

The EESAC reviews and makes recommendations regarding the allocation of funds to support the educational programs. The EESAC committee's budget for the 2005-2006 school year is \$9161.00.

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 gave the library \$2000.00 to buy equipment and supplies.

Technology:

The EESAC and the technology committee work together to provide students with advanced technological resources. The school is participating in the Technology Leadership Institute, embracing the mission of enhanced literacy among all stakeholders.

Staffing:

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

Student Support Services:

The EESAC supports the Parent Outreach Program: Reading Is Fundamental activities, and the career, health, and technology fairs that support students and their families.

Other Matters of Resource Allocation:

Benchmarking:

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 assess all safety and discipline matters.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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