
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3051 - Toussaint L Ouverture Elementary School

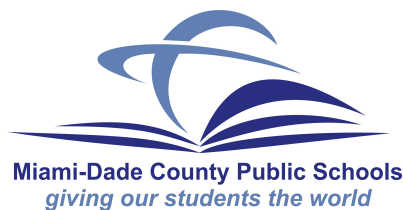
FeederPattern: Miami Edison Senior

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 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, 70 percent of students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 72 percent of students in grade four will score 3.5 or higher on the 2007 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 thirty two percent reaching the State required mastery level as documented by scores of the 2007 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 499 in the 2006-2007 school year as documented by attendance rosters.

Given an emphasis on maintaining a safe and orderly environment, student behavior will improve as evidenced by 75 or less students referred during the 2006-2007 school year.

Given an emphasis on the use of educational technology, 75 percent of students will use school-wide technology programs in the 2006-2007 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 2006-2007 FITNESSGRAM.

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 forty.

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.

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

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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 509 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 2006-2007 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 2006- 2007 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 28 certified classroom teachers, two Reading Coaches, one Math/Science Facilitator, three SPED teachers, three ESOL teachers, one 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 sub, and seven paraprofessionals. The ethnic make-up of the staff is 17 percent White, 61 percent Black, 20 percent Hispanic, and one percent Asian. 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 2006 Organizational Performance Improvement Snapshot Survey (OPIS) Assessment, 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. The School Improvement Plans, Sunshine State Standards, district and state guidelines support the school's goals and objectives.

Stakeholder Engagement:

The results of the 2006 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. 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 score of 4.1 are Business Results and Process Management. 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 2006 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. 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.

Performance Results:

The results of the 2006 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.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Dr. 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 microtechnician, and the school's media specialist. One hundred percent of our staff fulfills the requirements of the HOUSSE Highly Qualified Teacher Profile.

Our instructors are:

- Maria Gomis, #263780, MS in Elementary Education. Area of Certification: Pre-K-Primary Education and Spanish K-12.
- Alida Georges, #228847, Para-Professional.
- Rose Virgile, #275531, MS in Education. Area of Certification: Pre-K Primary.
- Myrlene Gabriel, #210347, AA in Elementary Education, Para-Professional.
- Jacqueline Cash, #077043, MS in Mathematics Education. Area of certification: Early Childhood Education, ESOL Endorsed.
- Shirley Sanford, # 099410, AA in Arts, Para-Professional.
- Julia Innocent, #248381, BA in Psychology/Criminal Justice. Area of Certification: Elementary Education, K-6.
- Myrna G. Jean #235354, BA in Liberal Studies/Social Studies, AS in Early Childhood Education. Area of Certification: Elementary Education, K-6.
- Stacy Persoff, #282583, BA in Elementary Education/Earth System. Area of Certification: Elementary Education K-6.
- Duna Belvilus, #196749, BA in Elementary Education, BS in Early Childhood. Area of Certification: Elementary Education, K-6.
- Ruth Pierre, #231922, BA in Psychology. Area of Certification: Temporary Certificate in Elementary Education, K-6.
- Yvette Duviella, #164988, BS in Elementary Education/ESE. Area of Certification: Elementary Education K-6 and ESE, K-6, ESOL Endorsed.
- Yves Bataille, #176324, BA in Communication/Broadcasting, MS in Elementary Education. Area of Certification: Elementary Education, K-6, ESOL Endorsed.
- Rosetta Crooks, #259756, BS in Elementary Education, MS in Urban Education. Area of Certification: Elementary Education, K-6
- Aida Nerey, #153843, BA in Liberal Arts. Area of Certification: Elementary Education, K-6. ESOL Endorsed.
- Brenda Brown, #151237, MS in Elementary Education. Area of Certification: Elementary Education, K-6.
- Robin Barr, #2091175, MS in Elementary Education/MS in TESOL. Area of Certification: Elementary Education, K-6, ESOL, K-12.
- Vincent Marshall, #162369, MS in Media Specialist/ESE. Area of Certification: Elementary Education, K-6, ESE, K-12.
- Nora Sarria, #139737, Educational Specialist in Instruction Technology, MS in Urban Education, ESOL Endorsed.
- Elsie Lohr, #202775, MS in Elementary Education, Ed.S in ESOL. Area of Certification: Elementary Education, K-6, ESOL, K-12
- Jennifer Remington, #239056, MS in Urban Education. Area of Certification: Elementary Education, K-6, ESOL Endorsed.
- Marie Steve, #195103, Ed.S in Reading/ Elementary Education/Emotional Handicap. Area of Certification: Elementary Education, K-6, Reading, K-12
- Raymonde Piard, # 185363, BA in Elementary Education, MS in TESOL Area of Certification: K-6, ESOL, K-12.
- Jocelyn A. Oberdick, #275613, BA in Journalism/Mass Communication/Elementary Education. Area of Certification: Temporary Certification in Elementary Education, K-6.

- Ivana Beris-Lafrance, # 275529, BA in Elementary Education. Area of Certification: Temporary Certificate in ESE, K-12/Social Studies, 6-12.
- Johanne Charles, #268246, BA in Art: Area of Certification: ESOL, K-6
- Marie Duplan, #216836, BA in Science Education, BA in French. Area of Certification: Elementary Education, 1-6, French, K-12, ESOL Endorsed.
- Jean Michel Pierre, #237180, BS in Elementary Education. Area of Certification: Elementary Education, K-6, ESOL Endorsed.
- Kimberly Smakula, #170040, BA in Elementary Education. Area of Certification: Elementary education, K-6.
- Jean Paul Camille, #228789, BA in Elementary Education. Area of Certification: Elementary Education, 1-6
- Glenda Lauture, #164780, MS in Science Education, Ed.S in Math. Area of Certification: Elementary/Secondary Education, K-12, in Math, K-12 ESOL/Physics/Biology Endorsed.
- Roberto Calzadilla, #153455, BA in Science. Area of Certification: Elementary Education, K-6, CDA in Early Childhood.
- Magdala Cherenfant, #280161, BA in Finance. Area of Certification: Elementary Education, K-6
- Shara Hegde, #275692, BA in History. Area of Certification: Elementary Education, K-6.
- Marthe Felix, #171148, Ed.S in Guidance and Counseling/Educational Leadership, MS in TESOL, BA in French Education. Area of Certification: Educational Leadership, all level, Guidance & Counseling, PreK-12, French/ESOL/ESE, K-12.
- Rosa Anna Rodriguez, #185536, MS in Elementary Education. Area of Certification: Elementary Education, K-6, ESOL Endorsed.
- Donna Potolsky, #160218, MS in Urban Education. Area of Certification: Early Childhood, Elementary Education, K-6, Media Specialist, ESOL Endorsed.
- Suzanne Flyod, #114900, M in Music. Area of Certification: Music Education, K-12, ESOL Endorsed.
- Antonine Cadet Lafalaise, #139322, MS in Math, BS in Science. Area of Certification: Elementary Education, K-6, French, K-12, ESOL, K-12.
- Jocelyn Polanco, #276033, BS in Art/Graphic Design. Area of Certification: Art, K-12.
- Samuel Suarez, #274880, BA in Education Fitness/Sport Medecine/Education. Area of Certification: PE, K-12.
- Mabel Gutierrez, #221844, MS in Health Education. Area of Certification: PE, K-12.
- Dony Felix, #176016, BA in Elementary Education. Area of Certification: Reading K-6.
- Myriame Pierre, #245505. Area of Certification: Dade County Public School Substitute Certification.
- Sasha Leon, #210567, Area of Certification: Para-Professional.
- Mariette Francois, #141059, Doctorate in Science Health. Area of Certification: ESOL, K-12, Reading Endorsed.
- Weiselande Cesar, #205321, BA in Theater, MS in ESE. Area of Certification: Drama, 6-12, ESE, K-12.
- Brigitte Belizaire, #278441, Ed. S in Education Assessment. Area of Certification: Elementary Education, K-12, ESE, K-12.
- Shirley Alcide, #278540, BA in Speech-Language Pathology. Area of Certification: Speech Pathologist.
- Suze Wagnac, #266128, MSW in Social Work. Area of Certification: Social Worker.
- David Hernandez, #281171, CC&A, Network Administrator, Microtechnician
- Maria Garcia, #260741, BA in Liberal Arts, Area of Certification: Elementary Education, ESOL Endorsement, Foreign Language Spanish.
- Carole Dieudonne, #171489, BA in Political Science, Diplomacy, MS in TESOL, EDS in School Psychology, Psychologist.
- Pasarin Dolores, # 170621, MS in Education, Area of Certification: Early and Elementary Education.
- Raymonde Cherenfant, # 181296, CDA in Early Childhood Education, Pre BA in Art, Certificate of Paraprofessional 3, Substitute teacher Certificate.
- Wilthshire Rhoda, # 116600, Certificate of Paraprofessional 2.
- Joyner Willena, #130722, Certificate of Paraprofessional 2.
- Mariette Francois, # 141059, Doctorate in Health Science. Area of Certification: ESOL K-12, ESE K-12, Elementary Education.

• Highly Qualified, Certified Administrators:

LILIANE A. DELBOR, ED.D., PRINCIPAL

This year marks Dr. 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 the Young Author Fair, a yearly event, 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 has 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 recently earned a doctoral degree in Educational Leadership. Through the "Get Caught Reading" that she has implemented at Toussaint Louverture Elementary, the book circulation in the school Media Center increased by 15% for the year. The school was honored by Gov. Bush as being one of the top 100 elementary schools in the State of Florida with the highest increase in the percent of students scoring 3.5 and above on the 2006 FCAT Writing Test. Toussaint Louverture Elementary was also featured in an article in the Miami Herald as one of the schools in MDCPS with the highest increase in the number of third grade students showing improvement in reading, with an increase of 66% of students performing at grade level since 2002.

SANDRA MUNOZ, ASSISTANT PRINCIPAL

Ms. Munoz is currently serving in her third year as an Assistant Principal. She is certified in Administration and Mathematics (middle and high school levels). Ms. Munoz earned her Bachelor of Science Degree in Mathematics and Masters of Educational Leadership from Florida International University. She is currently completing her Ph.D. in Educational Leadership at Florida International University. During her administrative career, Ms. Munoz has assisted with articulation, supervision of instructional programs, including ESOL, transportation, supervision of student services and clerical staff. She has been responsible for the development of the School Improvement Plan and implementation of strategies to raise test scores. Her expertise in the area of data analysis has provided needed information for staff and administrators to provide initiatives to improve curriculum delivery. She was part of the Co-Nect School Reform Initiative, which based curriculum development through technology to enhance student achievement. Ms. Munoz taught Algebra, Geometry and AP Statistics for eleven years at Riviera Middle and South Miami Senior High School. During that time she served as Team Leader and Department Head. Before becoming an administrator, she served as a data and curriculum specialist for Regional Center III. During that time, she worked with the Project 4 High initiative by providing data analysis and curriculum support for Miami Jackson and Miami Northwestern Senior High Schools. Ms. Munoz has traveled around the world, studying different cultures from the over thirty countries she has visited. She is trilingual, being fluent in Spanish, English and French.

• 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. In addition, professional development, demonstration lessons and additional support will be provided as needed, to all homeroom teachers by

the Reading Coaches and the Mathematics/Science Facilitator.

• 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 using 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 state approved providers' grants such as Easter Seals, Little Liberty, and the FCAT Enhancement. The FCAT Enhancement Grant is being used to hire temporary instructors to provide intensive remediation to those students who scored in the lowest thirty fifth percentile in both Math and Reading in the 2006 FCAT administration. This group of students is composed of 115 third, fourth and fifth graders. The Voyager Passport Reading Program will be implemented with students retained in third grade as well as other students in need of remediation. Students will be serviced based on their individual needs according to results from various assessments including, but not limited to, the FCAT results. Additionally, the tutorial programs will monitor student progress through the use of Successmaker reports, bi-weekly assessments, and teacher assessments. Targeted students in all grade levels will participate in remediation activities during the extended day literacy program. A structured tutorial will address each student's identified reading and math deficiencies. The programs to be used are Houghton Mifflin's Early Success, Soar to Success and Voyager. Additionally, students in second through fifth grade will participate in 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 Eight-Step process will continuously monitor student progress and target students' areas of deficiency by benchmark(s). This will enable teachers to provide enrichment and/or remediation based on data-driven results.

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

GOAL 1 STATEMENT:

All students will become proficient in Reading.

Needs Assessment

Results of the 2006 FCAT Reading test indicate that 65 percent of students in grades three through five scored at or above FCAT Achievement Level 3. Sixty one percent of students in grades three through five demonstrated acceptable levels of learning gains in reading, an increase of 11 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), an increase of 28 percentage points.

The Florida Department of Education indicates that all subgroups meet performance criteria.

The results of the 2006 Reading administration of the FCAT test reflect that 66 percent of third grade students met high standards. There is a need for improvement in the areas of Words/Phrases, Comparisons, and Main Idea/Purpose as evidenced by 57, 58 and 59 Content Mean percent correct respectively. Sixty four percent of fourth grade students met high standards in the 2006 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 59 Content Mean percent correct respectively. Only forty five percent of fifth grade students met high standards in the 2006 FCAT Reading Test. There is a need for improvement in the areas of Main Idea/Purpose and Words/Phrases as evidenced by 53 and 57 Content Mean percent correct respectively.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" 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, 70 percent of students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/5/2006	4/24/2007	District-wide literacy plan	\$0.00
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	8/15/2006	5/26/2007	Continuous Improvement Model	\$15000.00
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	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Tutor lowest quartile fifth grade students with an emphasis on Main Idea/Purpose and Words/Phrases.	Pull-out tutors Coaches Administrators	8/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00
Infuse CRISS strategies through the Reading Curriculum for kindergarten through fifth grade.	Classroom Teachers Administrators	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Provide parents with Reading strategies and materials to be utilized at home with their child(ren).	Coaches Media Specialist Administrators	8/14/2006	5/31/2007	Small Learning Communities	\$0.00
Provide students achieving high reading levels as evidenced by the Accelerated Reader test with reward activities and/or	Media Center Specialist Teachers Coaches	8/14/2006	5/31/2007	Community Partnerships	\$0.00

prizes.	Administrators				
Provide teachers with professional development opportunities such as Houghton-Mifflin K-6, Project CRISS, Using Literacy Centers, and Managing the Two Hour Block.	Administrators	8/7/2006	6/5/2007	District-wide literacy plan	\$0.00
Tutor lowest quartile third grade students with an emphasis on Words/Phrases, Comparisons, and Main Idea/Purpose.	Pull-out tutors Coaches Administrators	8/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00
Tutor lowest quartile fourth grade students with an emphasis on Reference/Research, Comparisons, and Main Idea/Purpose.	Pull-out teachers Coaches Administrators	8/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00
Utilize Houghton Mifflin Reading series as evidenced by lesson plans for kindergarten through fifth grade.	Classroom Teachers Administrators	8/15/2006	5/26/2007	District-wide literacy plan	\$0.00

Research-Based Programs

District Comprehensive Research-Based Reading Plan (CRRP), 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 District Comprehensive Research-Based Reading Plan (CRRP), Houghton-Mifflin K-6, Project CRISS, Using Literacy Centers and Managing the Two Hour Block, 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. Professional development will also be provided to school-site administrators to support the school-wide literacy plan. The Leadership Team will participate in the District's Continuous Improvement Model professional development and then train teachers on the eight-step process. 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 during grade level planning time. The following workshops will be conducted as needed during after school and/or during planning time: Reading Plus, the five Components of reading (Big Five), Success Maker Enterprise (SME), Student Performance Indicator (SPI), Edusoft, Snapshot, SANRON Teach Me Writing Program, and CRISS strategies.

Evaluation

Administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times this year to kindergarten through grade three students and to level I fourth and fifth grade students. Administer monthly assessments (Edusoft), Tutorial assessments, District assessments, school site bi-weekly assessments and the 2007 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:

All students will become proficient in Mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 50 percent of students in grades three through five scored at or above FCAT Achievement Level 3, an increase of nine percentage points. Sixty five percent of students in grades three through five have demonstrated acceptable levels of learning gains in mathematics, an increase of two percentage points.

Results of the 2006 FCAT Mathematics Test reflect that 63 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 57 and 58 Content Mean percent correct respectively. Sixty six percent of fourth grade students met high standards. There is a need for improvement in the areas of Geometry and Algebraic Thinking as evidenced by 57 Content Mean percent correct on each. Only 20 percent of fifth grade students met high standards. There is a need for improvement in the areas of Number Sense, Geometry, Measurement, and Algebraic Thinking as evidenced by 31, 31, 36 and 36 Content Mean percent correct respectively.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 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, 56 percent of students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades three through five will achieve level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/26/2007	District Strategic Plan	\$15037.36
Infuse CRISS strategies through the Mathematics Curriculum for kindergarten through fifth grade.	Classroom Teachers Administrators	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/26/2007	Continuous Improvement Model	\$0.00
Implement data-driven instruction according to school site authored monthly assessment results for students in kindergarten through fifth grade using Edusoft.	Classroom Teachers Administrators	8/15/2006	5/26/2007	Continuous Improvement Model	\$0.00
Tutor lowest quartile fourth grade students with an emphasis on Geometry and Algebraic Thinking.	Pull-out tutors Coaches Administrators	8/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00
Tutor lowest quartile third grade students with an emphasis on Geometry and Number	Pull-out tutors Coaches	08/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00

Sense.	Administrators				
Tutor lowest quartile fifth grade students with an emphasis on Number Sense, Geometry, Measurement and Algebraic Thinking.	Pull-out tutors Coaches Administrators	8/14/2006	3/30/2007	Continuous Improvement Model	\$2000.00
Utilize Houghton Mifflin mathematics for kindergarten through fifth grade.	Classroom Teachers Administrators Administrators	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the mathematics focus calendar for kindergarten through fifth grade as part of the Continuous Improvement Model implementation.	Classroom Teachers Administrators Administrators	8/15/2006	5/26/2007	Continuous Improvement Model	\$0.00
Provide classes to parents with strategies to assist their child(ren) in mastering Mathematic skills.	Community Involvement Specialist Administration.	8/14/2006	5/31/2007	Small Learning Communities	\$0.00

Research-Based Programs

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

Professional Development

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 from the school-site mathematics facilitator, on target areas, according to the needs of the students. Teachers will also be trained in the implementation of CRISS strategies.

Evaluation

2007 FCAT Mathematics test scores, school bi-weekly assesments and District Long Range Mathematics Plan implementation results. Computer-generated data will provide the formative data used to monitor student progress.

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

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

GOAL 3 STATEMENT:

All students will become proficient in Writing.

Needs Assessment

Scores of the 2006 FCAT Writing Test indicate that 71 percent of students in grade four have scored 3.5 or higher, an increase of 21 percentage points. An analysis of students' writing performance data reveals that 89 percent of students met state mastery level in Expository writing as opposed to 51 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	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 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, 72 percent of students in grade four will score 3.5 or higher on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide instructional focus through Writing-Across-the-Curriculum in grades kindergarten through five.	Classroom Teacher Reading Coaches	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Provide fourth graders with focused writing tutorials based on writing pretest scores in expository and narrative writing.	Classroom Teacher	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/26/2007	Continuous Improvement Model	\$0.00
Provide tutorials for fourth grade students with an emphasis on Narrative Writing.	Teachers Coaches	8/14/2006	3/30/2007	Continuous Improvement Model	\$0.00
Implement strategies learned in the District's Writing Institute with third and fourth grade students.	Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement CRISS strategies in kindergarten through fifth grade.	Classroom Teachers	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Sanron Teach Me Writing program to increase fourth grade students' skills in focus, organization, and elaboration.	Classroom Teacher	8/15/2006	5/26/2007	District Strategic Plan	\$4000.00

Research-Based Programs

SANRON Teach Me Writing Program and Houghton Mifflin Reading 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. 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

Scores on district monthly narrative and expository writing prompts, teacher assessments and scores on the 2007 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

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

GOAL 4 STATEMENT:

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

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that seven percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Earth/Space, Life/Environmental, Physical/Chemical and Scientific Thinking as evidenced by 29, 38, 42 and 42 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 thirty two percent reaching the State required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the eight step Continuous Improvement Model to monitor student progress and provide students with data driven instruction.	Classroom Teacher Administrators	8/15/2006	5/26/2007	Continuous Improvement Model	\$0.00
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	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Implement a Science Fair to include participation of students from first through fifth grades.	Classroom Teacher Science Fair Committee Administrators	3/13/2007	4/17/2007	District Strategic Plan	\$200.00
Align the Science and Mathematics Pacing Guides to provide opportunities for intercurriculum activities for students in first through fifth grades.	Classroom Teacher Administrators	8/15/2006	5/26/2007	District-wide literacy plan	\$0.00
Infuse CRISS strategies throughout the Science Curriculum	Classroom Teacher	8/15/2006	5/26/2007	District Strategic Plan	\$0.00
Administer Sample Science Tests to grade 5 students as a readiness measure according to the Pacing Guides.	Classroom Teachers Administrators	08/15/2006	5/19/2007	District Strategic Plan	\$0.00
Implement a Science lab with hands-on inquiry based investigations for students in third through fifth grades.	Classroom teacher Mathematics/Science Facilitator	9/30.2006	05/25/2007	District Strategic Plan	\$2000.00
Provide tutoring in small groups to fifth grade students performing below level as measured by District assessments.	Administration Coaches Teachers	10/2/2006	3/29/2007	Continuous Improvement Model	\$1500.00
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	9/4/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of science process	Administrators Teachers	9/4/2006	05/30/2007	District Strategic Plan	\$0.00

skills.	
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Research-Based Programs

McMillan-McGraw Hill Science Series

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.

Evaluation

School Improvement Zone monthly assessments, school-site developed Pre/Post bi-weekly Science Test and scores of the 2007 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 checked="" 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

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

GOAL 5 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 499 in the 2006-2007 school year as documented by attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to participate in parenting classes in order to improve student achievement.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Encourage parents to participate in the Membership Drive for Parent Teacher Association and and the Title I Parent Advisory Council to support student achievement.	Community Involvement Specialist PTA President Administrators Social Worker	9/1/2006	10/31/2007	District Strategic Plan	\$0.00
Encourage parents to participate in the District's Parent Academy and other learning enhancement activities.	Community Involvement Specialist Administrators Social Worker Reading Coaches	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
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	9/1/2006	5/26/2007	District Strategic Plan	\$5000.00
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	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
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	8/31/2006	9/16/2007	District Strategic Plan	\$2500.00
Provide students with health services, vision screening, glasses, and counseling through the Health Connect Program.	Social Worker Counselor Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement National PTA Standards to increase parental involvement.	PTA president Administrators	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Send school information such as letters, flyers and a monthly calendar on "Take Home	Community Involvement Specialist Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$500.00

Tuesday" in English, Creole and Spanish.	Social Worker Reading Coaches	
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Research-Based Programs

National PTA Standards.

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.

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.)

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

GOAL 6 STATEMENT:

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

Needs Assessment

The 2005-2006 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 75 or less students referred during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse Bullying Prevention Program through classroom presentation for kindergarten through fifth grade.	Counselor Administrators	10/3/2006	4/28/2007	District Strategic Plan	\$0.00
Implement and monitor character education lessons for kindergarten through fifth grade.	Counselor Classroom teachers Administrators	9/1/2006	4/28/2007	District Strategic Plan	\$0.00
Coordinate and monitor student participation in Peer Counseling, Group Counseling and Health Promoting Education.	Counselor Administrators	9/1/2006	5/26/2007	District Strategic Plan	\$0.00
Provide workshops for teachers on bullying prevention, conflict resolution, and Health Education Program for kindergarten through fifth grade.	Counselor Safe School Specialist Teachers Administrators	09/20/2006	2/28/2007	District Strategic Plan	\$0.00
Discuss case studies on behavior/classroom management during Grade Level Meetings.	Safe School Specialist Counselor	08/15/2006	05/28/07	District Strategic Plan	\$0.00
Create/Revise a school-wide discipline plan for kindergarten through fifth grade through a committee representing all stakeholders.	Safe School Specialist Counselor Administrators EESAC	9/1/2006	10/31/2007	District Strategic Plan	\$0.00
Provide workshops for parents on parenting and alternative discipline strategies.	Safe School Specialist Counselor Community Involvement Specialist Administrators	10/3/2006	4/28/2007	Small Learning Communities	\$0.00

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.

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.)

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

GOAL 7 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 70 percent of students used instructional software in the 2005-2006 school year indicating a need to increase that number by five percent.

Measurable Objective

Given an emphasis on the use of educational technology, 75 percent of students will use school-wide technology programs in the 2006-2007 year as documented by usage reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers with professional development workshops/opportunities to ensure proper implementation of classroom software for kindergarten through fifth grade.	Teachers Administrators	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize and monitor FCAT Explorer to increase reading and mathematics skills for third through fifth grade.	Classroom Teacher Microsystem Technician Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Utilize and monitor Reading Plus to increase reading skills for second through fifth grade.	Classroom Teacher Reading Coaches Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Utilize and monitor Waterford program to increase reading skills in ESOL self-contained kindergarten.	Classroom Teacher Microsystem Technician Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Utilize and monitor SuccessMaker to increase reading and mathematics skills for first through fifth grade.	Classroom Teacher Mycrosystem Technician Teacher Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Utilize and monitor Riverdeep to increase mathematics skills for first through fifth grade.	Classroom Teacher Microsystem Technician Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Utilize and monitor Accelerated Reader, both Reading and Vocabulary Programs, to increase reading skills for first through fifth grade.	Classroom Teacher Media Specialist Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00

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 assesment 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.

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.)

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

GOAL 8 STATEMENT:

Increase the number of students who achieve gold and silver medals in the FITNESSGRAM test program.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 17 percent of students were awarded gold and silver medals. 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 22 percent of the students achieving gold and silver medals in the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate healthy eating habits in lessons to foster student physical fitness.	Physical Education teachers	08/07/2006	05/30/2007	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
Provide Primary and Physical Education teachers with professional development opportunities on the National Standards of Physical Education.	Administrators	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00

Research-Based Programs

2006-2007 FITNESSGRAM

Professional Development

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

Evaluation

2006-2007 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.)

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<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:

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

Needs Assessment

Thirty students participated in the before school Chess Program classes during the 2005-2006 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 forty.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	District Strategic Plan	\$0.00
Teach students to name and position chess pieces on chess board	Chess Teachers	09/01/2006	5/30/2007	District Strategic Plan	\$0.00
Use game strategies to help students develop higher order thinking skills.	Chess Teachers	09/01/2006	5/30/2007	District Strategic Plan	\$0.00
Use game strategies to help students develop their concentration skills, self-discipline and intellectual maturity	Chess Teachers	09/01/2006	05/01/2007	District Strategic Plan	\$0.00
Provide teachers with District Training on the Chess Program.	Administration	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

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. 2006-2007 FCAT scores and Facilitator's observation rosters.

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"/>

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<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 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district/zone on resource allocation.	Principal Assistant Principal	7/31/2006	6/1/2007	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	7/31/2006	6/1/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	7/31/2006	6/1/2007	District Strategic Plan	\$0.00

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 2006-2007 school year is \$8421.00.

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 allocated \$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:

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 address all safety and discipline matters.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$21,000.00
Goal 2: Mathematics	\$21,037.36
Goal 3: Writing	\$4,000.00
Goal 4: Science	\$3,700.00
Goal 5: Parental Involvement	\$8,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$57,737.36

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