Tropical Elementary School

2016-17 Schoolwide Improvement Plan

Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

http://tropical.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tropical Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Tropical Elementary focuses on Teamwork, Realistic Objectives, Parental Involvement and Inclusive Practices to create student achievement and learning opportunities for all.

b. Provide the school's vision statement.

Tropical Elementary strives to involve parents and community members to participate in the preparation of all students to be independent and self-sufficient individuals who will be able to sustain themselves as contributing adults in their community and to provide opportunities for students in both general and special education to work together in their quest to achieve personal goals.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Tropical Elementary core values and beliefs are demonstrated through our vision and mission statements. Our school is dedicated to teaching students to be involved, active learners who work hard, think critically and creatively and communicate effectively. We emphasize high expectations for all students through all the different programs we provide (Pre-Kindergarten, Special Education, General Education and Gifted Education). We are committed to acknowledging and celebrating the diversity within our school and foster the growth and value that comes from different cultures and experiences. By working as a team, we ensure the educational success of all our students and instill a sense of accountability for the needs of others.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Safety procedures and policies are followed by our staff and faculty in effort to maintain expectations. Arrival of students and dismissal procedure are conducted in the front, side and the back of the school with the appropriate personnel. All visitors are required to enter through the main office and only approved volunteers, faculty and staff are allowed on school premises. Security guards are visible and patrol the campus throughout the day. School Safety Patrols are trained to express school rules and encourage student body to follow school rules to make the school a safer place.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Tropical Elementary follows the Code of Student Conduct which is designed to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. The Code of Student Conduct is available to all parents and discussed for understanding. Moreover, the Value Matter initiative are implemented throughout the school. Students are recognized monthly for Toucan of the month for demonstrating the Value Matter of the specific grading period. Counselor provides support through the use of strategies and behavioral plans on a student need basis. Tropical Elementary provides all students with access to a bullying box. Where students can anonymously

leave notes in regards to bullying. The notes are read daily and issues are dealt with immediately to avoid escalation of a potential problem.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Tropical Elementary, services are provided to support the physical, social and emotional needs of the student population. School personnel implements a process to determine the counseling, assessment and referral necessary based on the needs of the student provided by the district. Our school counselor, school psychologist and administrators are available for all student in need of additional programs or resources.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning Indicators:
-Attendance below 90 percent
-One or more suspensions
-Course failure in ELA or Mathematics
- Level 1 on statewide assessment

Tropical Elementary has a quarterly assembly to recognize students in the areas of academics, attendance and citizenship. Honor Roll students are invited to have a special lunch with the principal. "Do the Right Thing" program is implemented and students are recognized on the morning announcements. Baseline, Interim, and iReady reports will be use to monitor student progress and address individual needs.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	6	2	4	13	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	2	2	0	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	1	7	0	4	13	0	0	0	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance:
-Provide parents a copy of the district attendance requirements via a parent workshop.
-Follow up call by the attendance committee to inquire about the student and reason for being absent or late.
-Review Attendance Reports Monthly

Academics:
-Provide interventions
-Provide counseling
-Peer Buddy
-Close school/home communication

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Tropical Elementary maintains and communicates the purpose and direction to all our stakeholders by communicating our vision and mission. All stakeholders are reminded of our core values and beliefs of maintaining high expectations of all students. These shared values and beliefs indicates a commitment in implementing to all our students to achieve learning, thinking and life skills necessary for success. Publix, Home Depot, Fit Kids, Mass Mutual Financial Group and Gasson.com are Dade Partners. They provide food for parental activities which will include Goodies with Grandparents,Muffins with Mom, Donuts with Dad, and other special events. Fit Kids provide student supplies. Gasson.com maintain our school website. Home Depot will provide student workshops to align with STEAM activities.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Bouza Debs, Viviana	Principal
Morales, Ruben	Assistant Principal
Falconi, Johanna	Teacher, ESE
Katz, Delia	Teacher, PreK
Abin, Yospa	Teacher, K-12
Rodriguez, Liza	Teacher, K-12
Becerra, Grissel	Teacher, K-12
Smith, Martha	Teacher, K-12
Glaser, Beatriz	Teacher, K-12
Erdmann, Nicole	Teacher, K-12
Paniagua, Ivette	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based literacy leadership team is implementing MTSS/RtI process, conducts monthly and quarterly assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/ RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
Assistant Principal: Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Monitors implementation of curriculum and assists teaching staff with modifying instruction as appropriate based on data.
Student Services Personnel (Counselor): Provides quality services and expertise on issues from program design to assessment and intervention with individual students. Meets with students identified by teachers and/or administrators for small group counseling. Provides parents with information regarding services offered at the school site, district, or outside agencies.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction;participates in student data collection, collaborates with other staff members to implement intervention strategies to at risk students.
Exceptional Education Teachers (ESE): Participates in student data collection, integrates core instructional activities/materials into intervention instruction, and collaborates with general education teachers through such activities as co-teaching and implement inclusion practices

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Leadership Team at Tropical Elementary met with the EESAC and Principal to develop the SIP. The team provided information and data regarding the needs of the lowest 25%, as well as students not performing at grade level. The Leadership team will monitor the fidelity of the delivery of instruction and provide levels of support and interventions to students based on data.

Title I, Part A
Tropical Elementary provides services to ensure students requiring additional remediation are assisted through interventions. Summer school will be offered to those students whom are eligible based on the district's criteria. Title II and Title III district programs will be coordinated and we will offer staff development as needed. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school. Other components that will be integrated include; Mc Donald's Reading Challenge, and Parental Activity Nights (calendar will be developed) which will include Muffins with Mom, Donuts with Dad and other special events. Another component that will be offered is through Supplemental Educational Services; other special support services to special needs populations such as homeless, migrant, neglected, and delinquent students will be offered as needed.

Title II
Tropical Elementary will use supplemental funding provided by the district to continue improving basic education by:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL)

Title III
Title III funds from the district will be used to implement a tutoring program for English Language Learner(ELL) students. Reading and supplemental instructional materials will be provided for ELL students based on district 2016-2017 allocations

Title X- Homeless
The Homeless Liaison provides training to the school registrar on the procedures for enrolling homeless students. The school counselor is trained on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all the entitlements.

Violence Prevention Programs
Anti-bullying strategies will be implemented and monitored by the school's counselor to address violence prevention.

Nutrition Programs
Tropical Elementary will follow the Healthy Food and Beverage Guidelines provided by MDCPS' Wellness
Policy. We will continue to implement curriculum (physical education) to address health concerns for students.
Housing Programs

Head Start
Tropical Elementary will continue to have a Head Start program for the 2016-2017 school year.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Viviana Bouza-Debs	Principal
Terry Soltz	Teacher
John Forbes	Teacher
Delia Katz	Teacher
Mercedes Abascal	Education Support Employee
Rhonda Smith	Business/Community
John Navarro	Business/Community
Yospa Abin	Teacher
Olga Irimia	Parent
Janet Martinez	Teacher
Melanie Maine	Student
Carlos Temperan	Business/Community
Diane Richards	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

All stakeholders work collaboratively on our school improvement and engage in decisions made on our school improvement and engage in decisions made for our school during EESAC meetings.

b. Development of this school improvement plan

The SAC members of Tropical Elementary review and monitor School Improvement Plan. The SAC gives input on budget allocations and funds. The members analysis the school data and gives feedback.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is discussed among all stakeholders.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC funds will be used to student academic achievement $1,607.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bouza Debs, Viviana	Principal
Falconi, Johanna	Teacher, ESE
Katz, Delia	Teacher, PreK
Rodriguez, Liza	Teacher, K-12
Abin, Yospa	Teacher, K-12
Becerra, Grissel	Teacher, K-12
Smith, Martha	Teacher, K-12
Glaser, Beatriz	Teacher, K-12
Erdmann, Nicole	Teacher, K-12
Paniagua, Ivette	School Counselor
Morales, Ruben	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The initiative of the LLT this year will be to promote literacy awareness between the school community and parents. The LLT will focus on instruction and developing strategies to assist students in meeting high standards.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Administration and teachers meet monthly by grade levels to collaborate, discuss data, share best practices and strategies to enhance learning. A positive culture is evident at Tropical Elementary as teachers attend professional development and share information with their colleagues. Faculty and staff are recognized for their attendance.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

School provides professional development within the school setting, and district. Teachers are given opportunities for leadership roles. Teachers are provided with the necessary support and academic resources to achieve objectives and goals. Administration has an open door policy.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are chosen and paired because of their outstanding knowledge of content, resources, and methods to support high standards in the curriculum areas. There are many effective teachers and have many years of experience. Individual personalities are taken into account to create a strong partnership. The schedules reflect a common planning period. Both teachers are collaborate activities for their classes. The beginning teacher has the opportunity to observe the mentor's best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Using District provided core instructional programs and materials:

- Pacing Guides
- Teacher Editions
- Textbooks
- Online resources (ex: Wonder Works, Go Math, Reflex, myOn, Gizmos)
- Wonder Works Interventions
- i Ready Program
- Baseline, Mid Year Assessments

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Leadership team meets after every District assessment to review data by grade level. The results are used to guide instruction based on student needs. The data is used to drive and group students in the Wonder Works Intervention program.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,640

Develop fluency, vocabulary and comprehension skills. The following strategies will be implemented: Choral Reading, Vocabulary Maps/Visuals, and the use of Task Cards.

Strategy Rationale

To give ELL students the additional support needed in the area of Reading/Language Arts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Abin, Yospa, yospaabin@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given the iReady Assessment. Teachers will adjust instruction accordingly based on the data gathered.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists Tropical Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children in our school with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

A child is eligible for the prekindergarten program until he/she is five years of age on or before September 1st of the school year. Prekindergarten children who will be five years old on or before September 1st of the next school year will be promoted to kindergarten in June. At Tropical Elementary various activities will occur beginning each November to assist prekindergarten children and their families in making a smooth transition to kindergarten. During the transition process for the prekindergarten child with disabilities, the teachers will assist parents in reviewing their child's current functioning levels. All Classroom assessments must be up-to-date to facilitate the smooth transition of the prekindergarten child into a kindergarten or primary special education class. For those children requiring a reevaluation, a Reevaluation Team (RT) will be scheduled by the Pre-K Staffing Specialist and/or the School Psychologist. It is the teacher's/school's responsibility to invite the parents to the RT Conference. The Pre-K SPED teacher is required to bring information regarding the student's current developmental, social, language and literacy skills, as well as a copy of the current IEP. At the RT Conference, the parents will be asked to sign, The Informed Notice and Consent for Reevaluation. A child cannot be reevaluated until the consent is signed. Exit staffing are to begin in March in order to provide an appropriate timeline for transfers and transportation changes to the receiving school. A "Transition to Kindergarten" workshop will be provided for all parents of transitioning Pre-kindergarten students (Voluntary Prekindergarten Program and Program for Children with Disabilities) in late April /early May. The transition process will be discussed, as well as the kindergarten curriculum, expectations for kindergarten and home learning during a meeting at the school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

☐1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔑 G087702

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
FCAT 2.0 Science Proficiency	57.0

Targeted Barriers to Achieving the Goal `3`

- Evidence of the Gradual Release of Responsibility Model (GRRM), Rigor, and Critical Thinking Skills is not present.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Promethean Boards, Computers in Classrooms, 3 Lap Top Carts with 25 devices, Wonder Works, GoMath Online Resources, and Departmentalized in fourth and fifth grade. Instructional Leaders: ELA, Math, Science, and Social Studies. District Curriculum Support Specialist for Science. District Provided Resources:Think Central, iReady, MyOn Reader, Reflex Math, Gizmo, Imagine Learning.

Plan to Monitor Progress Toward G1. `8`

iReady Diagnostic Assessments, iReady On-going Progress Monitoring, District Mathematics Topic Assessments and Science Topic Assessments, Science Mid Year Assessments,On-going Classroom Assessments, Student Work

Person Responsible

Viviana Bouza Debs

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Florida Standard Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G087702

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM), Rigor, and Critical Thinking Skills is not present. `2`

🔑 B233175

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in content, critical thinking skills, rigor, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. `4`

🔑 S246102

Strategy Rationale

The GRRM will support student achievement in developing critical thinking and increasing rigor to grade-level appropriate tasks.

Action Step 1 `5`

Provide professional collaboration with emphasis on 21st Century Learning. Including: Communication, Collaboration, Creativity, Critical Thinking, Digital Fluency and Applied Data across all content areas to increase student achievement.

Person Responsible

Zusel Aguiar

Schedule

On 8/30/2016

Evidence of Completion

Meeting agenda, Sign-in sheets

Action Step 2 `5`

Provide Professional Development on the Core Skills- Four C's: Communication, Collaboration, Creativity, and Critical thinking. There will be an emphasis on Digital Fluency and how to apply data to drive instruction across all content areas to increase student achievement.

Person Responsible

Viviana Bouza Debs

Schedule

On 11/30/2016

Evidence of Completion

Meeting agenda, Sign-in sheets

Action Step 3 `5`

Teachers will plan and provide opportunities for students to engage in the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in critical thinking skills, rigor, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

Person Responsible

Viviana Bouza Debs

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walk-throughs, Lesson Plans, Assessments, Data chats

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walkthroughs, lesson plans, and student data will determine fidelity of implementation.

Person Responsible

Viviana Bouza Debs

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observe students engaging in the Gradual Release of Responsibility Model. Lessons will be rigor and the use of critical thinking skills will be evident in all content areas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Classroom walkthroughs, lesson plans, and student data will determine fidelity of implementation.

Person Responsible

Viviana Bouza Debs

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔑 A319000	Provide professional collaboration with emphasis on 21st Century Learning. Including:...	Aguiar, Zusel	8/30/2016	Meeting agenda, Sign-in sheets	8/30/2016 one-time
G1.B1.S1.A2 🔑 A319001	Provide Professional Development on the Core Skills- Four C's: Communication, Collaboration,...	Bouza Debs, Viviana	11/30/2016	Meeting agenda, Sign-in sheets	11/30/2016 one-time
G1.MA1 🔑 M332290	iReady Diagnostic Assessments, iReady On-going Progress Monitoring, District Mathematics Topic...	Bouza Debs, Viviana	8/22/2016	Florida Standard Assessments	6/8/2017 biweekly
G1.B1.S1.MA1 🔑 M332284	Classroom walkthroughs, lesson plans, and student data will determine fidelity of implementation.	Bouza Debs, Viviana	8/22/2016	Lesson Plans, Student Data	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M332285	Classroom walkthroughs, lesson plans, and student data will determine fidelity of implementation.	Bouza Debs, Viviana	8/22/2016	Observe students engaging in the Gradual Release of Responsibility Model. Lessons will be rigor and the use of critical thinking skills will be evident in all content areas.	6/8/2017 weekly
G1.B1.S1.A3 🔑 A319002	Teachers will plan and provide opportunities for students to engage in the Gradual Release of...	Bouza Debs, Viviana	8/22/2016	Walk-throughs, Lesson Plans, Assessments, Data chats	6/8/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM), Rigor, and Critical Thinking Skills is not present.

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in content, critical thinking skills, rigor, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional collaboration with emphasis on 21st Century Learning. Including: Communication, Collaboration, Creativity, Critical Thinking, Digital Fluency and Applied Data across all content areas to increase student achievement.

Facilitator

Ms. Zusel Aguiar

Participants

Instructional Staff

Schedule

On 8/30/2016

PD Opportunity 2

Provide Professional Development on the Core Skills- Four C's: Communication, Collaboration, Creativity, and Critical thinking. There will be an emphasis on Digital Fluency and how to apply data to drive instruction across all content areas to increase student achievement.

Facilitator

Mrs. Viviana Bouza-Debs

Participants

Instructional Staff

Schedule

On 11/30/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional collaboration with emphasis on 21st Century Learning. Including: Communication, Collaboration, Creativity, Critical Thinking, Digital Fluency and Applied Data across all content areas to increase student achievement.	$0.00
2	G1.B1.S1.A2	Provide Professional Development on the Core Skills- Four C's: Communication, Collaboration, Creativity, and Critical thinking. There will be an emphasis on Digital Fluency and how to apply data to drive instruction across all content areas to increase student achievement.	$0.00
3	G1.B1.S1.A3	Teachers will plan and provide opportunities for students to engage in the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in critical thinking skills, rigor, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.	$0.00
		Total:	$0.00