

Miami-Dade County Public Schools

# Tropical Elementary School



2017-18 Schoolwide Improvement Plan

## Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

<http://tropical.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	86%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Tropical Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 strives to provide the highest quality education to all students to ensure lifelong learning among the future contributors of this community.

##### 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 and 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 safe 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System Indicators report provided by Miami Dade County Public Schools is used as a tool to identify the students with specific needs regarding academic achievement and what is impeding their progress. This report is reviewed during the beginning of the school year during the first grade level grade meeting with teachers and during the first RtI Leadership Team Meeting. Student data is reviewed and intervention groups are determined based on need and teacher recommendation. Each month students on the Early Warning Indicators report are discussed and progress is monitored.

Early Warning Indicators:

1. Absences > 18
2. One or more suspensions
3. Course failure in ELA
4. Course failure in Math
5. Level 1 or 2 in FSA ELA
6. Level 1 or 2 in FSA Math
7. Below the 50th Percentile in Reading and Math in the previous year SAT-10 administered in K-2

**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	1	3	1	2	2	4	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	4	7	6	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	4	24	21	0	0	0	0	0	0	0	49
Below the 50th Percentile in SAT-10 for K-3	0	10	12	15	0	0	0	0	0	0	0	0	0	37

**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	4	7	5	17	9	0	0	0	0	0	0	0	42

**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 the Parent Handbook distributed the first day of school to all families and posting it on the school's website.
- Follow up call by the attendance committee to inquire about the student and reason for being absent or tardy.
- Review Attendance Reports Monthly
- Parent / teacher communication
- Complete and submit iAttend Reports to appropriate region staff

Academics:

- Provide interventions with fidelity to all FSA 2017 Level 1 students
- Monthly meetings with teachers to review data and appropriately address the academic needs of the students.
- Provide counseling
- Before School Tutoring / iReady Lab for students in the Lowest 25%
- Before School Tutoring for ELL students
- Close school/home communication

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Tropical Elementary School prides itself in a wonderful PTA that strives promote parental engagement in all activities that are planned for the improvement of the school and academic progress of the students. During the 2017-2018 school year, the PTA will be initiating a "Room Parent" program to promote unity among parents and positive relations within the school and individual classrooms.

**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 some of our Dade Partners. These provide food for parental activities, provide student supplies, they maintain our school website, and they provide student workshops aligned with STEAM activities. The community and parental engagement is evident in our EESAC and in activities throughout the year. The Community Involvement Specialist works with school families to promote volunteering in the school. The CIS provides interested parents with activities and opportunities to volunteer.

## C. Effective Leadership

### 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
Katz, Delia	Teacher, PreK
Abin, Yospa	Teacher, K-12
Rodriguez, Liza	Teacher, K-12
Becerra, Grissel	Teacher, K-12
Smith, Martha	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/Rtl 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 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 2017-2018 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. School counselor will offer special parent information sessions on how to identify bullying and strategies to prevent, cope and stop inappropriate behaviors.

#### 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.

#### Head Start

Tropical Elementary will continue to have a Head Start program for the 2017-2018 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
Carlos Temperan	Business/Community
Diane Richards	Parent
Hannah Vera	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

All stakeholders work collaboratively to review and approve the School Improvement Plan. All stakeholders engage in decisions made regarding our school improvement. All members have input in the development of the School Improvement Plan and review and align activities to the School Improvement Plan.

*b. Development of this school improvement plan*

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

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

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

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

SAC funds was used for student academic achievement; \$1,607.00. Funds were specifically used to purchase high quality headphones for all students so that the implementation of the iReady computer based program was seamless. It provided all students access to the program equally. Headphones were purchased for computer centers in classrooms and for the media center computers.

**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
Katz, Delia	Teacher, PreK
Abin, Yospa	Teacher, K-12
Becerra, Grissel	Teacher, K-12
Morales, Ruben	Assistant Principal
Glaser, Beatriz	Teacher, K-12
Baldino, Lucille	Teacher, K-12
Valle, Nicole	Teacher, K-12
Sanchez, Haydee	Teacher, K-12
Borges, Stephanie	Teacher, K-12

#### b. Duties

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

The Literacy Leadership Team will participate in the ELA iCAD (District provided PD) Academies each month throughout the 2017-2018 school year. Each grade level will be participating and acquiring grade specific information and strategies to implement in their classrooms. Each teacher will return to school and share the information acquired with the other grade level teachers. This is an initiative by the district's English Language Arts Department. It will open the lines of communication between teachers and provide a more open and comfortable forum for teachers to share best practices and strategies that will impact student learning and ultimately student success.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### 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. In addition, intervention groups are reviewed monthly to keep them fluid and to make sure all students' needs are addressed. A positive culture is evident at Tropical Elementary as teachers attend professional development and share information with their colleagues. During the 2017-2018 school year, an emphasis will be placed on in house professional development opportunities.

##### 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. In addition, new teachers are assigned a mentor to collaborate with throughout the school year. Any open positions are advertised through Teacher Match.

### **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 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.**

Teachers plan collaboratively and follow the Miami Dade County Public Schools provided pacing guides which are aligned to the Florida standards. This is evident during formal and informal teacher observations and classroom walk-throughs.

In addition, all materials used are provided by the school district which are aligned to the Florida Standards as well. All supplemental materials used are research based and aligned to Florida Standards; Reflex Math, MyOn Reader, Gizmos, Accelerated Reading Program.

#### **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 iReady assessment to review data by grade level. The results are used to guide instruction based on student needs. The data is used to group students in the Wonder Works Intervention program to provide remediation / enrichment through differentiated instruction.

##### **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

In our before school program, ELL students and students in the lowest 25% are given the opportunity to complete the needed time in the iReady Reading program to enhance their comprehension skills and assist in filling the educational gaps.

### **Strategy Rationale**

ELL students are given the additional support needed in the area of Reading/Language Arts. In addition, students in the lowest 25% attend the iReady Lab in the morning before school.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Bouza Debs, Viviana, vbdebs@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 monthly growth monitoring 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **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 up 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 Re-evaluation 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 Re-evaluation. A child cannot be re-evaluated 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. The transition process from 5th Grade to Middle School is started in January of the 5th Grade year. Tropical Elementary School and the feeder middle school, Riviera Middle School, work collaboratively to integrate the 5th Grade students to their school and become familiar with the programs available. In addition, middle schools in the area bring information to the 5th Grade students and families so that they have ample time to visit possible schools and become familiar with the programs they offer.

## **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.**

N/A

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

N/A

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

N/A

**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.**

N/A

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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" 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.** If we can identify the specific standards that need improvement in our lowest 25% population, then student learning gains will increase.

## 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.** If we can identify the specific standards that need improvement in our lowest 25% population, then student learning gains will increase. 1a

G096726

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	45.0
FSA Mathematics Achievement	65.0
Math Gains	65.0
Math Lowest 25% Gains	45.0
Statewide Science Assessment Achievement	57.0

**Targeted Barriers to Achieving the Goal** 3

- Meetings are held in large group. These meetings are not specific to academic program needs.

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

- Promethean Boards, Computers in Classrooms, 3 Lap Top Carts with 25 devices, Wonder Works Intervention Program, GoMath Online Resources, and Departmentalization in fourth and fifth grade. Instructional Leaders: ELA, Math, and Science. District Curriculum Support Specialist for ELA. District Provided Resources: Think Central, iReady, MyOn Reader, Reflex Math, Gizmo, Imagine Learning. School purchased through Title I funds - Accelerated Reader Program

**Plan to Monitor Progress Toward G1.** 8

Schedule monthly meetings by grade levels / content area in order to address specific academic program needs to ensure and promote collaboration within staff.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Sign-in sheets, agenda

## 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.** If we can identify the specific standards that need improvement in our lowest 25% population, then student learning gains will increase. 1

G096726

**G1.B1** Meetings are held in large group. These meetings are not specific to academic program needs. 2

B260172

**G1.B1.S1** Schedule monthly grade-level/department specific data chat meetings with administration and teachers to discuss specific progress of students and identify best practices. 4

S275615

### Strategy Rationale

This strategy will allow for fluid intervention groups. The small group will also provide a comfortable venue for teachers to discuss concerns. Data will be reviewed and analyzed in order to determine specific, strategic strategies to address student needs.

### Action Step 1 5

Available data is to be discussed in all meetings and a best practice shared.

#### Person Responsible

Viviana Bouza Debs

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in sheets and agenda, Review of available data

### Action Step 2 5

Intervention groups are analyzed and aligned with available data. Students progressing are taken out and other students are included, depending on need and the data evidence.

#### Person Responsible

Viviana Bouza Debs

#### Schedule

Every 2 Months, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Updated intervention rosters, updated instructional groups on iReady

### Action Step 3 5

Provide technical assistance on how to analyze the available formative data to determine how students can demonstrate a learning gain, how Level 1 and Level 2 students can demonstrate a learning gain, and how proficiency is determined.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

On 10/2/2017

***Evidence of Completion***

Sign in sheets, agenda

### Action Step 4 5

The school will purchase the Renaissance Accelerated Reader Program to promote reading throughout the school.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

On 11/2/2017

***Evidence of Completion***

Quote and Purchase Order

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

Principal attends monthly grade level meetings. Conduct instructional rounds. Review data with teachers.

**Person Responsible**

Viviana Bouza Debs

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Sign-in sheets, agenda, data review forms

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

During each meeting principal elicits feedback from teachers. Principal uses feedback to evaluate the effectiveness of the monthly meetings.

**Person Responsible**

Viviana Bouza Debs








**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Sign in sheet, agenda, data review/analysis forms

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A3  A370255	Provide technical assistance on how to analyze the available formative data to determine how...	Bouza Debs, Viviana	8/21/2017	Sign in sheets, agenda	10/2/2017 one-time
G1.B1.S1.A4  A370256	The school will purchase the Renaissance Accelerated Reader Program to promote reading throughout...	Bouza Debs, Viviana	8/21/2017	Quote and Purchase Order	11/2/2017 one-time
G1.MA1  M398632	Schedule monthly meetings by grade levels / content area in order to address specific academic...	Bouza Debs, Viviana	8/21/2017	Sign-in sheets, agenda	6/7/2018 monthly
G1.B1.S1.MA1  M398630	During each meeting principal elicits feedback from teachers. Principal uses feedback to evaluate...	Bouza Debs, Viviana	8/21/2017	Sign in sheet, agenda, data review/ analysis forms	6/7/2018 monthly
G1.B1.S1.MA1  M398631	Principal attends monthly grade level meetings. Conduct instructional rounds. Review data with...	Bouza Debs, Viviana	8/21/2017	Sign-in sheets, agenda, data review forms	6/7/2018 monthly
G1.B1.S1.A1  A370253	Available data is to be discussed in all meetings and a best practice shared.	Bouza Debs, Viviana	8/21/2017	Sign in sheets and agenda, Review of available data	6/7/2018 monthly
G1.B1.S1.A2  A370254	Intervention groups are analyzed and aligned with available data. Students progressing are taken...	Bouza Debs, Viviana	8/21/2017	Updated intervention rosters, updated instructional groups on iReady	6/7/2018 every-2-months

## V. Professional Development Opportunities

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



## VI. Technical Assistance Items

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

**G1.** If we can identify the specific standards that need improvement in our lowest 25% population, then student learning gains will increase.

**G1.B1** Meetings are held in large group. These meetings are not specific to academic program needs.

**G1.B1.S1** Schedule monthly grade-level/department specific data chat meetings with administration and teachers to discuss specific progress of students and identify best practices.

### **TA Opportunity 1**

Available data is to be discussed in all meetings and a best practice shared.

#### **Facilitator**

Viviana Bouza Debs, Principal

#### **Participants**

3rd, 4th, 5th Grade ELA, Math, and Science Teachers

#### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

### **TA Opportunity 2**

Intervention groups are analyzed and aligned with available data. Students progressing are taken out and other students are included, depending on need and the data evidence.

#### **Facilitator**

Viviana Bouza Debs, Principal

#### **Participants**

All grades, K-5th Grade

#### **Schedule**

Every 2 Months, from 8/21/2017 to 6/7/2018

**TA Opportunity 3**

Provide technical assistance on how to analyze the available formative data to determine how students can demonstrate a learning gain, how Level 1 and Level 2 students can demonstrate a learning gain, and how proficiency is determined.

**Facilitator**

Viviana Bouza Debs, Principal

**Participants**

3rd, 4th, 5th, ELA, Mathematics, Science teachers

**Schedule**

On 10/2/2017

<b>VII. Budget</b>			
1	G1.B1.S1.A1	Available data is to be discussed in all meetings and a best practice shared.	\$0.00
2	G1.B1.S1.A2	Intervention groups are analyzed and aligned with available data. Students progressing are taken out and other students are included, depending on need and the data evidence.	\$0.00
3	G1.B1.S1.A3	Provide technical assistance on how to analyze the available formative data to determine how students can demonstrate a learning gain, how Level 1 and Level 2 students can demonstrate a learning gain, and how proficiency is determined.	\$0.00
4	G1.B1.S1.A4	The school will purchase the Renaissance Accelerated Reader Program to promote reading throughout the school.	\$0.00
<b>Total:</b>			<b>\$0.00</b>