



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tropical Elementary School

4545 SW 104TH AVE

Miami, FL 33165

305-221-0284

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tropical Elementary School

Principal

Yubeda Miah

School Advisory Council chair

John Forbes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Yubeda Miah	Principal
Zusel Aguiar	Assistant Principal
Carmen Garcia	Mathematics Liaison
Mirtha Pineda	Science Liaison
Myrlins Borrero-Castillo	Writing Liaison
Liza Rodriguez	Reading Liaison

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Sac membership of Tropical Elementary consist of: one Principal, a UTD steward, six teachers, five parents, one non-instructional staff and one alternate member. There is one student representative and an alternate. There are three community representatives. The meetings are opened to all stakeholders.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will have meetings throughout the school year.

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used to student academic achievement \$2,250.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yubeda Miah

Principal

Years as Administrator: 12

Years at Current School: 7

Credentials

BS – Elementary
Education, FIU;
MS – Educational
Leadership,
Barry University

Performance Record

'13 '12'11 '10 '09 '08
School Grade B A A A A A
High Standards Rdgs. 58 67 86 78 72 74
High Standards Math 49 59 79 80 72 70
Lrng Gains Rdg. 65 81 69 69 72 67
Lrng Gains Math 56 73 53 65 62 70
Gains-Rdg 25% 62 85 65 70 63 65
Gains-Math 25% 63 81 68 61 67 80
AMO Rdg 66 62
AMO Math 58 54

with 1-5 years of experience

4, 9%

with 6-14 years of experience

13, 30%

with 15 or more years of experience

25, 57%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Person Responsible: Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor has outstanding knowledge of content, resources, and methods to support high standards in the curriculum areas. She is an effective teacher and has many years of experience with SPED. The new second grade SPED teacher will be paired with her. The individual personalities has been taken into account to create a strong partnership. The schedules reflect a common planning period. Both teachers are collaborating activities for their classes. The beginning teacher has the opportunity to observe her mentor's best practices.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based literacy leadership team is implementing MTSS/ Rtl, conducts monthly and quarterly assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/ Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/Rtl Leadership Team at Tropical Elementary met with the ESSAC 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Baselines in Reading, Mathematics, Science, Fall Interims in Reading Mathematics, Science, and Florida Comprehensive Assessment Test (FCAT), VPK Standard Assessment.

Mid-year: Florida Assessments for Instruction in Reading (FAIR), Winter Interims in Reading, Mathematics, and Science

End-of-year: FAIR, FCAT, VPK Standard Assessment.

Frequency of DATA Days: Once a month per data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS/Rtl Leadership Team at Tropical Elementary will monitor and adjust the school's academic and behavior goals through data gathering and data analysis. The MTSS/Rtl team will evaluate additional staff PD needs during the monthly MTSS/Rtl Leadership Team meetings. The Leadership team will monitor the fidelity of the delivery of instruction and intervention. It will provide levels of support and interventions based on student data

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration and ESOL Teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Yubeda Miah	Principal
Zusel Aguiar	Assistant Principal
Yospa Abin	ESOL Teacher
Nicole Erdmann	5th Grade SPED Teacher
Guillermo Farinas	Counselor
Nury Fernandez	Primary Chairperson
Linda Joerg	Media Specialist
Delia Katz	CIS
Renee Mills	Art Teacher
Mirtha Pineda	Intermediate Chairperson

How the school-based LLT functions

Literacy leadership Team and members of the staff is an agent of change. The goal of the School Literacy Leadership Team is to provide support through the development and monitoring of the school reading program. At monthly meeting they will identify the priorities for professional learning related to literacy and build school capacity by facilitating those experiences. This shared leadership leads to more effective planning, decision-making and implementation

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	58%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	67%	58%	No	70%
White	58%	60%	Yes	63%
English language learners	58%	57%	No	63%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	65%	57%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	29%	36%
Students scoring at or above Achievement Level 4	46	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	19%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	57	27%	34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	27%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	23%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	49%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	48%	No	63%
White	50%	70%	Yes	55%
English language learners	56%	45%	No	60%
Students with disabilities	43%	26%	No	49%
Economically disadvantaged	57%	51%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	22%	31%
Students scoring at or above Achievement Level 4	43	28%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	20%
Students scoring at or above Level 7		[data excluded for privacy reasons]	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	24%	28%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		40
Participation in STEM-related experiences provided for students	125	32%	35%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	80	15%	14%
Students retained, pursuant to s. 1008.25, F.S.	72	15%	14%
Students who are not proficient in reading by third grade	26	50%	45%
Students who receive two or more behavior referrals	17	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

- G1.** The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.
- G2.** The 2013 FCAT 2.0 Mathematics indicate that 49% students achieved at level 3 or higher, our goal is to increase by 14% to 63%. The 2013 FAA Mathematics indicates that 14% of students achieved a level 4 or above, our goal is to increase by 6% to 20%.
- G3.** The result of the 2013 FCAT Writing Test indicates that 63% of students scored level 3.5 or higher. Our 2013-2014 goal is to increase by 4 percentage point to 67%.
- G4.** Student participation in The Science Fair in 2013 was 75%. Our goal is for the 2103-2014 school year is to increase student participation by 3 percentage point to 78%.
- G5.** The result of the 2013 FCAT 2.0 Science Test indicate that 24% of students achieved at Level 3. Our goal for the 2013-2014 school year is to increase by 4 percentage point to 28%
- G6.** Tropical Elementary will focus on the Early Warning System to ensure all students needs are addressed. The MTTs/Rtl team will meet once a month to address the needs of students who show early evidence of potentially becoming at risk.

Goals Detail

G1. The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Use of an interactive word wall, Mc-Graw reading series, FCRR center activities, Time for Kids and novels during reading instruction. Use SuccessMaker, Reading Plus, and Accelerated Reader Program technology software to motivate students.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading indicate that 58% of our Hispanic students scored at Level 3 or above, our goal is to increase 12% to 70%. The results indicates that 57% of our ED students scored at Level 3 or above, our goal is to increase 12% to 69%. The results indicate that 57% of our ELL students scored at Level 3 or above, our goal is to increase 6% to 63%. Based on the 2013 Reading Baseline, our area of difficulty for these subgroups were Informational Text in 3rd Grade, Reading Application in 4th Grade and Literary Analysis in 5th Grade.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 24% of our SWD students scored at Level 3 or above. Our 2013-2014 goal is to increase 24 percentage points to 48%. Based on the 2013 Reading Baseline, our area of difficulty for this subgroup was Literary Analysis in 4th Grade and Literary Analysis and Informational Text in 5th Grade.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 29% of our students scored a Level 3. Our 2013-2014 goal is to increase 7 percentage points to 36%. Based on the 2013 Reading Baseline, our area of difficulty was Reading Application in 4th Grade and Literary Analysis in 5th Grade
- The results of the 2013 FCAT 2.0 Reading Test indicate that 30% of our students scored a Level 4 or above. Our 2013-2014 goal is to increase 3 percentage points to 33%. Based on the 2013 Reading Baseline, our area of difficulty was Literary Analysis in 4th Grade and Literary Analysis in 5th Grade.
- The results of the 2013 Florida Alternate Reading Assessment indicate that 14% of our students scored a Levels 4 - 6. Our 2013-2014 goal is to increase 5 percentage points to 19%.
- The results of the 2013 Florida Alternate Reading Assessment indicate that 21% of our students scored a Levels 7 - 9. Our 2013-2014 goal is to increase 2 percentage points to 23%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 65% of our students made learning gains. Our 2013-2014 goal is to increase 4 percentage points to 69%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 62% of our lowest 25% students made learning gains. Our 2013-2014 goal is to increase 4 percentage points to 66%.
- The results of the 2013 CELLA Test indicates that 27% of students scored in Listening and Speaking. Our 2013-2014 goal is to increase 7 percentage points to 34%
- The results of the 2013 CELLA Test indicates that 27% of students scored in Reading. Our 2013-2014 goal is to increase 7 percentage points to 34%
- The results of the 2013 CELLA Test indicates that 23% of students scored in Writing. Our 2013-2014 goal is to increase 8 percentage points to 31%

Plan to Monitor Progress Toward the Goal

Formative Assessment: On-going classroom assessments and District Interim Assessments

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT)

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment: The 2014 FCAT 2.0 Reading Assessment results.

G2. The 2013 FCAT 2.0 Mathematics indicate that 49% students achieved at level 3 or higher, our goal is to increase by 14% to 63%. The 2013 FAA Mathematics indicates that 14% of students achieved a level 4 or above, our goal is to increase by 6% to 20%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math Series, manipulative, SuccessMaker, FOCUS, FCAT Explorer, Discovery Education, Think Central, Gizmo

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 48% of Hispanic students scored at Level 3 or above. Our 2013-2014 goal is increase by 15 percentage points to 63%. Based on the Mathematics Baseline, the areas of difficulties are Operations, Problems, Statistics and Fractions in 3rd Grade, Geometry and Measurement in 4th Grade and Expressions, Equations and Statistics in 5th Grade.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 45% of ELL students scored at Level 3 or above. Our 2013-2014 goal is increase by 15 percentage points to 60%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of ED students scored at Level 3 or above. Our 2013-2014 goal is increase by 10 percentage points to 61%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 26% of SWD students scored at Level 3 or above. Our 2013-2014 goal is increase by 23 percentage points to 49%. Based on the Mathematics Baseline, the areas of difficulties are Operations, Problems, Statistics, Fractions. Geometry and Measurement in 3rd Grade, Base Ten, Fractions, Geometry and Measurement in 4th Grade and Base Ten, Fractions, Expressions, Equations, Statistics, Geometry and Measurement in 5th Grade.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 22% of our students scored a Level 3. Our 2013-2014 goal is increase by 9 percentage points to 31%. Based on the Mathematics Baseline, the area of difficulty is Geometry and Measurement for 4th Grade and Base Ten, Fractions, Expressions, Equations, Statistics, Geometry and Measurement in 5th Grade.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 28% of our students scored a Level 4 or 5. Our 2013-2014 goal is increase by 4 percentage points to 32%. Based on the Mathematics Baseline, the area of difficulty are Base Ten, Fractions, Geometry and Measurement in 4th Grade and Expressions, Equations and Statistics in 5th Grade.
- The results of the 2013 Florida Alternate Assessment Mathematics assessment indicate that 14% of our students scored a Level 4-6. Our 2013-2014 goal is increase by 6 percentage points to 20%.
- The results of the 2013 Florida Alternate Assessment Mathematics assessment indicate that 7% of our students scored a Level 7-9. Our 2013-2014 goal is increase by 3 percentage points to 10%.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 56% of our students made learning gains. Our 2013-2014 goal is increase by 4 percentage points to 60%.
- The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 63% of our lowest 25% students made learning gains. Our 2013-2014 goal is increase by 4 percentage points to 67%.

Plan to Monitor Progress Toward the Goal

Formative Assessment: Ongoing Classroom Assessment, District Baseline, Interim and SuccessMaker Reports

Person or Persons Responsible

Administration and Math Liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Summative Assessment: 2014 FCAT 2.0 Mathematical Assessment

G3. The result of the 2013 FCAT Writing Test indicates that 63% of students scored level 3.5 or higher. Our 2013-2014 goal is to increase by 4 percentage point to 67%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writer's Notebook, Mentor Text, Reading Plus, SuccessMaker, McGraw-Hill reading series, Monthly Writing Prompts

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT Writing Test indicates that 63% of students scored level 3.5 or higher. Our 2013-2014 goal is to increase by 4 percentage points to 67%. Based on the Writing Baseline, our areas of difficulties is in Narrative and Expository Writing.

Plan to Monitor Progress Toward the Goal

Formative Assessment: Monthly writing prompts, District Writing Interim Assessment

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Summative Assessment: 2014 FCAT Writing 2.0

G4. Student participation in The Science Fair in 2013 was 75%. Our goal is for the 2103-2014 school year is to increase student participation by 3 percentage point to 78%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Fair resource books, science boards, and online website

Targeted Barriers to Achieving the Goal

- Student participation in The Science Fair and science-related events in 2013 was 32%. Our goal is for the 2103-2014 school year is to increase student participation by 3 percentage point to 35%.

Plan to Monitor Progress Toward the Goal

Formative Assessment: School-wide Science Fair Project

Person or Persons Responsible

Administration and Science Liaison

Target Dates or Schedule:

September 20, 2013- November 21, 2013

Evidence of Completion:

Summative Assessment: District Science Fair Project

G5. The result of the 2013 FCAT 2.0 Science Test indicate that 24% of students achieved at Level 3. Our goal for the 2013-2014 school year is to increase by 4 percentage point to 28%

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Textbooks, Inquiry-Based experiments, Gizmo, FCAT Explorer, FOCUS and Discovery Education

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Science Test indicate that 24% of the students achieved a Level 3. Our goal for the 2013-2014 school year is to increase by 4 percentage points to 28%. Based on the Science Baseline, the area of difficulty is Nature of Science.
- The results of the 2013 FCAT 2.0 Science Test indicate that 12% of the students achieved a Level 4 or 5. Our goal for the 2013-2014 school year is to increase by 2 percentage points to 14%. Based on the Science Baseline, the area of difficulty is Nature of Science.

Plan to Monitor Progress Toward the Goal

Data from monthly benchmarks assessments will also be analyze to monitor student progress.

Person or Persons Responsible

The Administration and Literacy Leadership Team (LLT) will review data reports at grade-level meeting.

Target Dates or Schedule:

Monthly

Evidence of Completion:

The 2014 FCAT 2.0 Science Assessment results will be used to determine student progress.

G6. Tropical Elementary will focus on the Early Warning System to ensure all students needs are addressed. The MTTS/Rtl team will meet once a month to address the needs of students who show early evidence of potentially becoming at risk.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- The automated phone system to notify parents regarding absences. .

Targeted Barriers to Achieving the Goal

- During the 2012-13 school year, 15% of the students miss 10% or more of available instructional time. Our goal for 2013-14 school year is to decrease 1 percentage point to 14%.
- During the 2012-13 school year, 4% of the students received two or more behavior referrals. Our goal for 2013-14 school year is to decrease 1 percentage point to 3%.
- During the 2012-13 school year, 0% of the students received one or more behavior referrals that lead to suspension. Our goal for 2013-14 school year is to maintain the percentage point to 0%.
- During the 2012-13 school year, 15% of the students from PreK to Grade 5 were retained. Our goal for 2013-14 school year is to decrease 1 percentage point to 14%.
- During the 2012-13 school year, 50% of the 3rd grade students were not proficient readers. Our goal for 2013-14 school year is to decrease 5 percentage points to 45%.

Plan to Monitor Progress Toward the Goal

Student Attendance

Person or Persons Responsible

Administration and Counselor

Target Dates or Schedule:

Monthly

Evidence of Completion:

Quarterly Attendance Report

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.

G1.B1 The results of the 2013 FCAT 2.0 Reading indicate that 58% of our Hispanic students scored at Level 3 or above, our goal is to increase 12% to 70%. The results indicates that 57% of our ED students scored at Level 3 or above, our goal is to increase 12% to 69%. The results indicate that 57% of our ELL students scored at Level 3 or above, our goal is to increase 6% to 63%. Based on the 2013 Reading Baseline, our area of difficulty for these subgroups were Informational Text in 3rd Grade, Reading Application in 4th Grade and Literary Analysis in 5th Grade.

G1.B1.S1 Students will use real-world documents through text features for grade 3, identify the Main Idea (stated or implied) for grade 4 and distinguish the narrators, character or author's point of view in grade 5 aligned with Common Core Standards.

Action Step 1

Bring real-world materials and incorporate it in the lesson for text features that have graphics, legends, illustrations, diagrams, charts and keys.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Action Step 2

Implement the use of graphic organizers such as text feature chart and text feature analysis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Action Step 3

Identify the Main Idea of the text (stated or implied) through the use of graphic organizers such as Main Idea table.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Action Step 4

Students will determine the different perspectives in a text and their point of view using using graphic organizers such as POV chart, character description chart and author's purpose chart.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Action Step 5

Implement Common Core standards with the high level of expectations to address the needs of all students.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Sign-in sheets and Follow-up assignment

Facilitator:

Literacy Leadership Team

Participants:

All reading teachers

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

Classroom walkthroughs will determine fidelity of implementation.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, journal entries and student work

Plan to Monitor Effectiveness of G1.B1.S1

Data from benchmark assessments, selection test and unit assessments will be monitored during grade-level meetings.

Person or Persons Responsible

Administration and Leadership Team (LLT) will monitor effectiveness.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of this strategy.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 24% of our SWD students scored at Level 3 or above. Our 2013-2014 goal is to increase 24 percentage points to 48%. Based on the 2013 Reading Baseline, our area of difficulty for this subgroup was Literary Analysis in 4th Grade and Literary Analysis and Informational Text in 5th Grade.

G1.B2.S1 Identify elements of a story structure within and across texts in grade 4 and grade 5. Help students recognize the characteristics of reliable and valid information in grade 5

Action Step 1

Use graphic organizers such as story map and narrative arch to identify story structure.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Action Step 2

Use supporting facts within and across texts and use two-column notes to list conclusions and supporting evidence.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and reading response journals

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Effectiveness of G1.B2.S1

Benchmark assessment, selection test and unit assessment will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness.

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 29% of our students scored a Level 3. Our 2013-2014 goal is to increase 7 percentage points to 36%. Based on the 2013 Reading Baseline, our area of difficulty was Reading Application in 4th Grade and Literary Analysis in 5th Grade

G1.B3.S1 Provide opportunities to identify themes and topics within text and identify figurative language within text.

Action Step 1

Identify common themes in literature using theme definition and power notes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Implement CRISS strategies and best practices such as graphic organizers, note taking and mapping.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 3

Use poetry to identify how an author uses figurative language within a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Classroom walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Effectiveness of G1.B3.S1

Benchmark assessments, selection tests, and unit assessments will demonstrate effectiveness,

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness.

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 30% of our students scored a Level 4 or above. Our 2013-2014 goal is to increase 3 percentage points to 33%. Based on the 2013 Reading Baseline, our area of difficulty was Literary Analysis in 4th Grade and Literary Analysis in 5th Grade.

G1.B4.S1 Identify plot development in a within a story.

Action Step 1

Identify the problem in the story and what lead to the solution of it.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work will be used to determine fidelity.

Plan to Monitor Effectiveness of G1.B4.S1

Benchmark assessments, selection test and unit assessment will be monitored during grade-level meetings.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessment will be used to determine effectiveness.

G1.B5 The results of the 2013 Florida Alternate Reading Assessment indicate that 14% of our students scored a Levels 4 - 6. Our 2013-2014 goal is to increase 5 percentage points to 19%.

G1.B5.S1 Instruction should include pre-reading strategy of picture walk to examine texts looking at pictures to gain understanding of story and to illicit story related conversation prior to reading text.

Action Step 1

Use picture walk strategy to increase comprehension of the story.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Implement KWL charts prior to reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Classroom Walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Effectiveness of G1.B5.S1

On-going classroom assessment will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to monitor effectiveness.

G1.B6 The results of the 2013 Florida Alternate Reading Assessment indicate that 21% of our students scored a Levels 7 - 9. Our 2013-2014 goal is to increase 2 percentage points to 23%.

G1.B6.S1 Implement graphic organizers as use of visual outlines of the story.

Action Step 1

Use Venn Diagrams to identify differences across texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Use story maps to demonstrate order in story.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Effectiveness of G1.B6.S1

On-going classroom assessments will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness.

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 65% of our students made learning gains. Our 2013-2014 goal is to increase 4 percentage points to 69%.

G1.B7.S1 Instruction should include grade level appropriate text with identifiable author's purpose. Focus on what the author thinks or feels.

Action Step 1

Implementation and use of author's purpose chart

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Implementation of two column notes.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Classroom walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Effectiveness of G1.B7.S1

Benchmark assessments, selection tests, and unit assessments will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness.

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 62% of our lowest 25% students made learning gains. Our 2013-2014 goal is to increase 4 percentage points to 66%.

G1.B8.S1 Provide opportunities for students to distinguish their own point of view from that of the narrator, characters or the author of the text.

Action Step 1

Use poetry to practice identifying descriptive language that defines moods and provide imagery.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Use point of view charts to interpret different view within a text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Classroom walkthroughs will be used to monitor fidelity.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work will be used to determine fidelity.

Plan to Monitor Effectiveness of G1.B8.S1

Benchmark assessments, selection tests and unit assessments will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness.

G1.B9 The results of the 2013 CELLA Test indicates that 27% of students scored in Listening and Speaking. Our 2013-2014 goal is to increase 7 percentage points to 34%

G1.B9.S1 Provide opportunities in the classroom for the use of multimedia and Reader's Theatre.

Action Step 1

Use audio books and computers to listen to stories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Action Step 2

Use Reader's Theatre to role play and model appropriate speaking skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Classroom walkthroughs will be used to identify fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity.

Plan to Monitor Effectiveness of G1.B9.S1

On-going classroom assessment will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G1.B10 The results of the 2013 CELLA Test indicates that 27% of students scored in Reading. Our 2013-2014 goal is to increase 7 percentage points to 34%

G1.B10.S1 Provide opportunities to build vocabulary using best practices.

Action Step 1

Use interactive words walls in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Action Step 2

Do Think Alouds to demonstrate how to monitor their own reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Action Step 3

Use of illustrations and diagrams to understand how to read text features.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

CELLA Assessment

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity.

Plan to Monitor Effectiveness of G1.B10.S1

On-going classroom assessment will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G1.B11 The results of the 2013 CELLA Test indicates that 23% of students scored in Writing. Our 2013-2014 goal is to increase 8 percentage points to 31%

G1.B11.S1 Use graphic organizers and writing content frames to provide opportunities for students to bring the ideas to writing.

Action Step 1

Use vocabulary maps to write sentences on content words.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Action Step 2

Use graphic organizers for FCAT benchmarks and bring ideas to a content frame.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and student work will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G1.B11.S1

On-going classroom assessment will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G2. The 2013 FCAT 2.0 Mathematics indicate that 49% students achieved at level 3 or higher, our goal is to increase by 14% to 63%. The 2013 FAA Mathematics indicates that 14% of students achieved a level 4 or above, our goal is to increase by 6% to 20%.

G2.B1 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 48% of Hispanic students scored at Level 3 or above. Our 2013-2014 goal is increase by 15 percentage points to 63%. Based on the Mathematics Baseline, the areas of difficulties are Operations, Problems, Statistics and Fractions in 3rd Grade, Geometry and Measurement in 4th Grade and Expressions, Equations and Statistics in 5th Grade.

G2.B1.S1 Use Mathematical Practices of the Common Core State Standards and FCAT 2.0 to support fluency and problem solving in the area of fractions.

Action Step 1

Provide opportunities for students to apply the inverse property to solve a real-world problem and to check the solution of a problem involving multiplication or division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math Journals

Action Step 2

Describe the rule for a pattern or the relationship between whole numbers when the operation is addition, subtraction, or multiplication.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and math journals

Action Step 3

Implement rigorous lessons using the Common Core practices and incorporating the old standards with Common Core for 3rd - 5th Grade.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Sign-in sheets and Follow-up assignment

Facilitator:

Literacy Leadership Team

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of this strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and math journals

Plan to Monitor Effectiveness of G2.B1.S1

Classroom assessments will be used to monitor effectiveness.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of this strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments and benchmark assessments will be used to determine effectiveness.

G2.B2 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 45% of ELL students scored at Level 3 or above. Our 2013-2014 goal is increase by 15 percentage points to 60%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 51% of ED students scored at Level 3 or above. Our 2013-2014 goal is increase by 10 percentage points to 61%. The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 26% of SWD students scored at Level 3 or above. Our 2013-2014 goal is increase by 23 percentage points to 49%. Based on the Mathematics Baseline, the areas of difficulties are Operations, Problems, Statistics, Fractions. Geometry and Measurement in 3rd Grade, Base Ten, Fractions, Geometry and Measurement in 4th Grade and Base Ten, Fractions, Expressions, Equations, Statistics, Geometry and Measurement in 5th Grade.

G2.B2.S1 Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Support mathematical fluency and problem solving skills in the are of properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor the fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B2.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of this strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments and benchmark assessments will be used to determine effectiveness of strategy.

G2.B3 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 22% of our students scored a Level 3. Our 2013-2014 goal is increase by 9 percentage points to 31%. Based on the Mathematics Baseline, the area of difficulty is Geometry and Measurement for 4th Grade and Base Ten, Fractions, Expressions, Equations, Statistics, Geometry and Measurement in 5th Grade.

G2.B3.S1 Develop an understanding of fluency with the division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; and describe real world situations using positive and negative numbers.

Action Step 1

Add and subtract fractions with both like and unlike denominators and use models or properties in real world situations; add and subtract decimals and use models, place value, or properties in real world situations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B3.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments and benchmark assessments will be used to determine effectiveness of strategy.

G2.B4 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 28% of our students scored a Level 4 or 5. Our 2013-2014 goal is increase by 4 percentage points to 32%. Based on the Mathematics Baseline, the area of difficulty are Base Ten, Fractions, Geometry and Measurement in 4th Grade and Expressions, Equations and Statistics in 5th Grade.

G2.B4.S1 Implement manipulative, visuals, number lines and technology to learn new concepts.

Action Step 1

Use computer based programs such as Gizmo, FCAT Explorer, Riverdeep, SuccessMaker and Think Central.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmo, FCAT Explorer, Riverdeep, SuccessMaker and Think Central reports

Action Step 2

Use hands-on activity to reinforce concepts taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Gizmo, FCAT Explorer, Riverdeep, SuccessMaker and Think Central reports will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B4.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments and benchmarks assessments will be used to determine effectiveness of strategy.

G2.B5 The results of the 2013 Florida Alternate Assessment Mathematics assessment indicate that 14% of our students scored a Level 4-6. Our 2013-2014 goal is increase by 6 percentage points to 20%.

G2.B5.S1 Provide students with opportunities to learn concepts using manipulative and assistive technology.

Action Step 1

Use technology such as SuccessMaker to reinforce concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports

Action Step 2

Use hands-on activities to teach and reinforce concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker reports and lesson plans will be used to determine effectiveness of strategy.

Plan to Monitor Effectiveness of G2.B5.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G2.B6 The results of the 2013 Florida Alternate Assessment Mathematics assessment indicate that 7% of our students scored a Level 7-9. Our 2013-2014 goal is increase by 3 percentage points to 10%.

G2.B6.S1 Use guided discussion to engage students in real life math problems.

Action Step 1

Initiate collaborate conversations using real world situations and how it applies to their life.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Classroom walkthrough will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B6.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessment will be used to determine effectiveness of strategy.

G2.B7 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 56% of our students made learning gains. Our 2013-2014 goal is increase by 4 percentage points to 60%.

G2.B7.S1 Provide support to students as they make sense of problems and persevere and solving them, taking advantages on learning opportunities and adjusting instruction appropriately to meet student's needs.

Action Step 1

Support mathematical fluency and problem solving skills in the areas of relating decimals, fractions, and percentage; and comparing and ordering fractions and decimals by providing time to practice and apply learned concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Classroom walkthrough will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B7.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G2.B8 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 63% of our lowest 25% students made learning gains. Our 2013-2014 goal is increase by 4 percentage points to 67%.

G2.B8.S1 Provide context for mathematical exploration and the development of student understanding of number and operations through the use of manipulative and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to identify fact families that demonstrates the inverse relationship between multiplication and division.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmo reports, FCAT Explorer reports, Riverdeep reports and SuccessMaker reports

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Gizmo reports, FCAT Explorer reports, Riverdeep reports and SuccessMaker reports will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G2.B8.S1

Classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

In-house assessments will be used to determine effectiveness of strategy.

G3. The result of the 2013 FCAT Writing Test indicates that 63% of students scored level 3.5 or higher. Our 2013-2014 goal is to increase by 4 percentage point to 67%.

G3.B1 The results of the 2013 FCAT Writing Test indicates that 63% of students scored level 3.5 or higher. Our 2013-2014 goal is to increase by 4 percentage points to 67%. Based on the Writing Baseline, our areas of difficulties is in Narrative and Expository Writing.

G3.B1.S1 Implement the use of revising and editing charts and teacher conferencing to make corrections and improve writing skills.

Action Step 1

Use FCAT Writing Rubric refine draft with editing/revising chart to improve their writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and writer's notebook

Action Step 2

Use a writer's notebook for students to do their writing and make continuous corrections.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Writer's notebook

Action Step 3

Allow students to respond to other writers using revising/editing chart and receive feedback on writing using the TAG method.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and editing/revising chart

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, writer's notebook and editing/revising chart will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G3.B1.S1

Writing assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Writing prompts will be used to determine effectiveness of strategy.

G4. Student participation in The Science Fair in 2013 was 75%. Our goal is for the 2103-2014 school year is to increase student participation by 3 percentage point to 78%.

G4.B1 Student participation in The Science Fair and science-related events in 2013 was 32%. Our goal is for the 2103-2014 school year is to increase student participation by 3 percentage point to 35%.

G4.B1.S1 In order to improve academic performance, we need to increase the number of students participating in Science Fair.

Action Step 1

A time frame will be established for the development of student projects to increase participation in District Science Fair competition

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 20, 2013 - November 21, 2013

Evidence of Completion

School-wide Science Fair Projects

Plan to Monitor Fidelity of Implementation of G4.B1.S1

School-wide Science Fair Projects will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

September 20, 2013 - November 21, 2013

Evidence of Completion

The District Science Fair Projects will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G4.B1.S1

School-wide Science Fair Projects will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

September 20, 2013 - November 21, 2013

Evidence of Completion

The District Science Fair projects will be used to determine effectiveness of strategy.

G5. The result of the 2013 FCAT 2.0 Science Test indicate that 24% of students achieved at Level 3. Our goal for the 2013-2014 school year is to increase by 4 percentage point to 28%

G5.B1 The results of the 2013 FCAT 2.0 Science Test indicate that 24% of the students achieved a Level 3. Our goal for the 2013-2014 school year is to increase by 4 percentage points to 28%. Based on the Science Baseline, the area of difficulty is Nature of Science.

G5.B1.S1 Increase scientific thinking and the development and implementation of inquiry-based activities relevant to the objectives of the topic.

Action Step 1

Develop science projects that adhere to the content being taught.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and science journals

Action Step 2

Incorporate instructional technology in the classroom which includes Gizmo, FCAT Explorer, FOCUS and Discovery Education.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walkthroughs will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and science journals will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G5.B1.S1

Classroom assessment will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Benchmark Assessment will be used to determine effectiveness of strategy.

G5.B2 The results of the 2013 FCAT 2.0 Science Test indicate that 12% of the students achieved a Level 4 or 5. Our goal for the 2013-2014 school year is to increase by 2 percentage points to 14%. Based on the Science Baseline, the area of difficulty is Nature of Science.

G5.B2.S1 Implement rigorous activities to increase student conceptual understanding.

Action Step 1

Use high order questioning strategies to increase understanding.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor the implementation of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

District Science Assessment and 2014 FCAT 2.0 Science Assessment

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Science District Assessment and classroom assessments will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

The 2014 FCAT 2.0 Science Assessment will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G5.B2.S1

Science District Assessment and classroom assessments will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

The 2014 FCAT 2.0 Science Assessment will be used to determine effectiveness of strategy.

G6. Tropical Elementary will focus on the Early Warning System to ensure all students needs are addressed. The MTTS/Rtl team will meet once a month to address the needs of students who show early evidence of potentially becoming at risk.

G6.B1 During the 2012-13 school year, 15% of the students miss 10% or more of available instructional time. Our goal for 2013-14 school year is to decrease 1 percentage point to 14%.

G6.B1.S1 Initiate contact with parents regarding absences.

Action Step 1

Use the automated phone to notify parents of absences.

Person or Persons Responsible

Administration and Counselor will implement this strategy.

Target Dates or Schedule

Daily

Evidence of Completion

Quarterly Attendance Report

Action Step 2

Provide incentives that recognizes perfect attendance for students.

Person or Persons Responsible

Administration and Counselor will implement this strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Quarterly Attendance Report

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monthly attendance reports will be used to monitor fidelity of strategy.

Person or Persons Responsible

Administration and Counselor will implement this strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

The Quarterly Attendance Report will be used to determine fidelity of strategy.

Plan to Monitor Effectiveness of G6.B1.S1

Monthly Attendance reports will be used to monitor effectiveness of strategy.

Person or Persons Responsible

Administration and Counselor will implement this strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

The Quarterly Attendance reports will be used to determine effectiveness of strategy.

G6.B2 During the 2012-13 school year, 4% of the students received two or more behavior referrals. Our goal for 2013-14 school year is to decrease 1 percentage point to 3%.

G6.B2.S1 Provide Group Peer Mediation with the counselor to the specific student.

Action Step 1

Create a group of students that will be able to collaborate with specific student to lead toward a solution to the behavior.

Person or Persons Responsible

Administration and Counselor will implement this strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

Scam Reports

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S1

SCAM Form

Person or Persons Responsible

Administration and Counselor will monitor the fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Reports

Plan to Monitor Effectiveness of G6.B2.S1

SCAM Forms

Person or Persons Responsible

Administration and Counselor will monitor the effectiveness of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Reports

G6.B3 During the 2012-13 school year, 0% of the students received one or more behavior referrals that lead to suspension. Our goal for 2013-14 school year is to maintain the percentage point to 0%.

G6.B3.S1 Provide peer mediation and shadow role model strategy to the specific student demonstrating behavior.

Action Step 1

Select a role model for the student to shadow that will lead to demonstrating appropriate behavior.

Person or Persons Responsible

Administration and Counselor will monitor implementation of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Forms

Action Step 2

Select a student that will collaborate in assisting student with appropriate solutions with behavior,

Person or Persons Responsible

Administration and Counselor will monitor implementation of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Forms

Plan to Monitor Fidelity of Implementation of G6.B3.S1

SCAM Forms

Person or Persons Responsible

Administration and Counselor will monitor fidelity of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Reports

Plan to Monitor Effectiveness of G6.B3.S1

SCAM Forms

Person or Persons Responsible

Administration and Counselor will monitor effectiveness of strategy.

Target Dates or Schedule

Monthly

Evidence of Completion

SCAM Reports

G6.B4 During the 2012-13 school year, 15% of the students from PreK to Grade 5 were retained. Our goal for 2013-14 school year is to decrease 1 percentage point to 14%.

G6.B4.S1 Provide Differentiated Instruction throughout the curriculum.

Action Step 1

Analyze data and diagnose specific learning difficulties.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Action Step 2

Implement needed strategies to close the academic gap.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Plan to Monitor Fidelity of Implementation of G6.B4.S1

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Retention Yearly Report will determine fidelity of strategy.

Plan to Monitor Effectiveness of G6.B4.S1

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Retention Yearly Report will determine effectiveness of strategy.

G6.B5 During the 2012-13 school year, 50% of the 3rd grade students were not proficient readers. Our goal for 2013-14 school year is to decrease 5 percentage points to 45%.

G6.B5.S1 Provide Differentiated Instruction during their reading instruction.

Action Step 1

Analyze data to provide targeted instruction during small group.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Action Step 2

Incorporate reading Rtl program to provide additional support at student's level.

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor implementation of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Plan to Monitor Fidelity of Implementation of G6.B5.S1

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor fidelity of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Retention Yearly Report will determine fidelity of strategy,

Plan to Monitor Effectiveness of G6.B5.S1

District Interim Assessment, FAIR data, SAT Assessment and FCAT 2.0 Assessment

Person or Persons Responsible

Administration and Literacy Leadership Team (LLT) will monitor effectiveness of strategy.

Target Dates or Schedule

Every 6 weeks

Evidence of Completion

Retention Yearly Report will determine effectiveness of strategy.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Tropical Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). 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; our Reading Club, Mc Donald's Reading Challenge, Math Bowl, Spelling Bee, Parental

Activity Nights (calendar will be developed) which will include Muffins with Mom, Donuts with Dad, Reading Under The Stars, 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 I, Part C- Migrant

N/A

Title I, Part D

N/A

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 2013-2014 allocations

Title VI, Part B - NA

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.

Supplemental Academic Instruction (SAI)

Tropical will receive funding from Supplemental Educational Services to reduce the percentage of students scoring at levels 1 and 2.

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

N/A

Head Start

Tropical Elementary will continue to have a Head Start program for the 2013-2014 school year.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.

G1.B1 The results of the 2013 FCAT 2.0 Reading indicate that 58% of our Hispanic students scored at Level 3 or above, our goal is to increase 12% to 70%. The results indicates that 57% of our ED students scored at Level 3 or above, our goal is to increase 12% to 69%. The results indicate that 57% of our ELL students scored at Level 3 or above, our goal is to increase 6% to 63%. Based on the 2013 Reading Baseline, our area of difficulty for these subgroups were Informational Text in 3rd Grade, Reading Application in 4th Grade and Literary Analysis in 5th Grade.

G1.B1.S1 Students will use real-world documents through text features for grade 3, identify the Main Idea (stated or implied) for grade 4 and distinguish the narrators, character or author's point of view in grade 5 aligned with Common Core Standards.

PD Opportunity 1

Implement Common Core standards with the high level of expectations to address the needs of all students.

Facilitator

Literacy Leadership Team

Participants

All reading teachers

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Sign-in sheets and Follow-up assignment

G2. The 2013 FCAT 2.0 Mathematics indicate that 49% students achieved at level 3 or higher, our goal is to increase by 14% to 63%. The 2013 FAA Mathematics indicates that 14% of students achieved a level 4 or above, our goal is to increase by 6% to 20%.

G2.B1 The results of the 2013 FCAT 2.0 Mathematics assessment indicate that 48% of Hispanic students scored at Level 3 or above. Our 2013-2014 goal is increase by 15 percentage points to 63%. Based on the Mathematics Baseline, the areas of difficulties are Operations, Problems, Statistics and Fractions in 3rd Grade, Geometry and Measurement in 4th Grade and Expressions, Equations and Statistics in 5th Grade.

G2.B1.S1 Use Mathematical Practices of the Common Core State Standards and FCAT 2.0 to support fluency and problem solving in the area of fractions.

PD Opportunity 1

Implement rigorous lessons using the Common Core practices and incorporating the old standards with Common Core for 3rd - 5th Grade.

Facilitator

Literacy Leadership Team

Participants

All Math Teachers

Target Dates or Schedule

Professional Development Day

Evidence of Completion

Sign-in sheets and Follow-up assignment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.	\$9,200
Total		\$9,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$2,200
Title III		\$7,000
Total		\$9,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The 2013 FCAT 2.0 Reading Test indicates that 58% of students achieved a level 3 or above, our goal is to increase by 11% to 69%. The 2013 FAA Reading Test indicates that 14% of students achieved a level 4 or above, our goal is to increase by 5% to 19%.

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 29% of our students scored a Level 3. Our 2013-2014 goal is to increase 7 percentage points to 36%. Based on the 2013 Reading Baseline, our area of difficulty was Reading Application in 4th Grade and Literary Analysis in 5th Grade

G1.B3.S1 Provide opportunities to identify themes and topics within text and identify figurative language within text.

Action Step 2

Implement CRISS strategies and best practices such as graphic organizers, note taking and mapping.

Resource Type

Evidence-Based Program

Resource

Provide curriculum support

Funding Source

EESAC

Amount Needed

\$2,200

G1.B10 The results of the 2013 CELLA Test indicates that 27% of students scored in Reading. Our 2013-2014 goal is to increase 7 percentage points to 34%

G1.B10.S1 Provide opportunities to build vocabulary using best practices.

Action Step 2

Do Think Alouds to demonstrate how to monitor their own reading.

Resource Type

Evidence-Based Program

Resource

ELL tutoring for students in reading

Funding Source

Title III

Amount Needed

\$7,000