

Miami-Dade County Public Schools

Tropical Elementary School



2021-22 Schoolwide Improvement Plan

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Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

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

Demographics

Principal: Viviana Bouza Debs

Start Date for this Principal: 3/16/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: B (59%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Tropical Elementary strives to provide the highest quality education to all students to ensure lifelong learning among the future contributors of this community.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bouza Debs, Viviana	Principal	Successfully lead and support the implementation of the School Improvement Plan. Engage stakeholders and encourage collaboration in the school's decision making process.
Morales, Ruben	Assistant Principal	Successfully lead and support the implementation of the School Improvement Plan. Engage stakeholders and encourage collaboration in the school's decision making process.
Rodriguez, Liza	Teacher, K-12	Ms. Rodriguez is a 5th Grade teacher. She is the Science Liaison and Grade Level Chairperson. In addition, she successfully leads and support the implementation of the School Improvement Plan and engages stakeholders and encourages collaboration in the school's decision making process.
Katz, Delia	Teacher, PreK	Dr, Katz is a PK-SPED teacher. She is the PK-ESE LEA and Grade Level Chairperson. In addition, she successfully leads and support the implementation of the School Improvement Plan and engages stakeholders and encourages collaboration in the school's decision making process.
Quesada, Natasha	Teacher, K-12	Ms. Quesada is a 5th Grade teacher. She is the chairperson on the school's Activities Committee and the Faculty Representation in the PTA. In addition, she successfully leads and support the implementation of the School Improvement Plan and engages stakeholders and encourages collaboration in the school's decision making process.
Torres, Cristina	Teacher, ESE	Ms. Torres is a 3rd Grade ESE inclusion teacher. She is the Professional Development Liaison. In addition, she successfully leads and supports the implementation of the School Improvement Plan and engages stakeholders and encourages collaboration in the school's decision making process.

Demographic Information

Principal start date

Wednesday 3/16/2016, Viviana Bouza Debs

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

347

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	56	43	51	40	47	0	0	0	0	0	0	0	279
Attendance below 90 percent	7	10	4	3	6	8	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	2	4	0	0	0	0	0	0	0	9
Course failure in Math	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	16	8	22	10	11	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	48	58	42	49	42	0	0	0	0	0	0	0	300
Attendance below 90 percent	11	5	3	6	8	6	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	2	4	2	0	0	0	0	0	0	0	11
Course failure in Math	0	1	0	1	3	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	1	1	4	5	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	62%	57%	56%	62%	56%
ELA Learning Gains				51%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				43%	58%	53%	73%	59%	48%
Math Achievement				61%	69%	63%	62%	69%	62%
Math Learning Gains				39%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				6%	55%	51%	45%	55%	47%
Science Achievement				34%	55%	53%	63%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-74%				
05	2021					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	67%	10%	62%	15%
Cohort Comparison						
04	2021					
	2019	51%	69%	-18%	64%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-77%				
05	2021					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The values displayed are the percent of students proficient based on iReady diagnostic results where available and Midyear assessments for other subject areas and grade levels.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41.9	67.4	79.1
	Economically Disadvantaged		37.1	62.9	74.3
	Students With Disabilities		29.4	41.2	58.8
	English Language Learners		11.1	22.2	55.6
		Number/% Proficiency		Fall	Winter
Mathematics	All Students		37.2	62.8	79.1
	Economically Disadvantaged		34.3	60.0	74.3
	Students With Disabilities		23.5	52.9	58.8
	English Language Learners		22.2	44.4	55.6

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.0	42.9	56.0
	Economically Disadvantaged	25.6	38.1	51.2
	Students With Disabilities	18.8	23.5	28.6
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.0	40.0	51.0
	Economically Disadvantaged	16.3	34.9	47.6
	Students With Disabilities	NA	29.4	31.3
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.8	73.7	76.9
	Economically Disadvantaged	46.9	71.0	75.0
	Students With Disabilities	28.6	38.5	50.0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.1	45.9	68.4
	Economically Disadvantaged	18.8	41.9	65.6
	Students With Disabilities	7.7	25.0	53.8
	English Language Learners	NA	NA	NA

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	48.8	41.5
	Economically Disadvantaged	23.5	45.5	36.4
	Students With Disabilities	4.8	30.0	30.0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.1	48.8	56.1
	Economically Disadvantaged	15.2	45.5	54.5
	Students With Disabilities	10.0	30.0	35.0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	50	52.5
	Economically Disadvantaged	44.1	50	50
	Students With Disabilities	15.4	15.4	15.4
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	47.5	65
	Economically Disadvantaged	35.3	47.1	64.7
	Students With Disabilities	15.4	7.7	38.5
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		35.0	
	Economically Disadvantaged		32.0	
	Students With Disabilities		14.0	
	English Language Learners		25.0	
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	27		41	20		27				
ELL	55	48		53	41		52				
HSP	58	51		55	44		54				
FRL	56	45		54	39		52				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	41	33	40	19	7	25				
ELL	58	57		68	46		42				
HSP	58	53	55	63	38	7	37				
FRL	56	51	43	62	39	7	28				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	67	63	35	48	40	36				
ELL	40	60	80	53	64	53	28				
HSP	55	56	75	63	61	50	62				
FRL	52	54	74	60	59	47	62				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	6
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to our 2021 FSA ELA data, our overall proficiency increased 12% percentage points from 2019 FSA ELA data.

According to our 2021 FSA ELA data, our learning gains decreased by 1% point from our 2019 FSA ELA data.

According to our 2021 FSA Math data, our overall proficiency decreased by 5% percentage points from our 2019 FSA Math data.

According to our 2021 FSA Math data, our learning gains decreased by 5% percentage points from our 2019 FSA Math data.

According to our 2021 Science SSA Data, our overall proficiency increased by 17% percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The area of greatest need for improvement is Mathematics. Based on 2021 FSA Mathematics assessment data demonstrated a decrease of 5 percentage points in proficiency from our 2019 FSA Mathematics assessment data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The total school population is comprised of 33% SWD.

Inclusion will be promoted to ensure grade level instruction is provided to all students, however, continue to provide intensive support for those students in the Lowest 25% in small group settings.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA FSA proficiency data increased 10 percentage points in a three year period from 2017-2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

All teachers were trained in the intervention program.
Strategic Tier 2 and 3 Reading Interventions were implemented in all grade levels.
Consistent differentiated instruction.

What strategies will need to be implemented in order to accelerate learning?

As teachers provide standards aligned whole group instruction, they must use progress monitoring data to provide differentiated instruction to meet the needs of those students exhibiting a learning loss. Teachers need to schedule bi-weekly data chats with students to review standards mastery, create goals, and discuss strengths and weaknesses. In addition, grade level teachers will meet during collaborative planning to discuss student progress and strategies to increase achievement. Administration will schedule monthly grade level data chats to review progress and promote accountability.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the PD Needs Assessment Survey, teachers demonstrated a need for additional professional development in the areas of Instructional Planning, Knowledge of Learners and Instructional Delivery and Engagement. These opportunities will target the strategies needed to accelerate learning of our SWD and L25.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Data review and analysis must remain at the forefront of the academic culture of the school. Providing the opportunity for data chats will give teachers the necessary tools and incentives to continue using this strategy for future sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Collaborative planning among teachers will promote improvement in proficiency and learning gains. When comparing 2019 to 2021 FSA results, ELA proficiency increased by 2 percentage points from 57 to 59, ELA learning gains remained the same at 51, and Mathematics learning gains increased by 5 percentage points from 39 to 44 and Science proficiency increased 20 percentage points. Collaborative planning will allow for teachers to share best practices, strategies, resources and strengths from areas of expertise to promote student achievement and accelerate learning.

Measurable Outcome: The measurable outcome will be measured by iReady AP1 Diagnostic Data and Growth Monitoring Data.

Monitoring: Collaborative Planning will be monitored with weekly sign-in sheets and meeting agendas to reflect set protocols. Set protocols for collaborative meeting including current data review, upcoming standards, resources, and shared best practices.

Person responsible for monitoring outcome: Ruben Morales (rubenmorales@dadeschools.net)

Evidence-based Strategy: Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale for Evidence-based Strategy: Tropical Elementary School implemented departmentalization in Grades 3, 4, and 5 for the past four years. Due to COVID, all grade levels were scheduled as self-contained where teachers taught all subject areas. This promoted positive relationships between all stakeholders and a positive and stable learning environment for all students as evidenced by improved iReady usage, participation and diagnostic growth.

Action Steps to Implement

9/6/21 - 10/11/21 Schedule bi-weekly collaborative planning sessions.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/6/21-9/10/21 Set meeting protocols.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/27/21-10/31/21 Compare iReady AP1 data to last year's AP3 data to identify student needs and adjust intervention groups as needed. Disaggregate current data to determine areas of need and focus for individual students.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

9/27/21-10/31/21 Share best practices when analyzing iReady data with grade levels to address specific academic needs. Primarily Focusing on those students that demonstrated a decrease from the previous school year when compared to AP1 results and have not been in intervention.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/2021 - 12/21/2021 Create groups of students after analyzing AP1 data. Primarily Focusing on those students that demonstrated a decrease from the previous school year when compared to AP1 results and have not been in intervention and in addition placing emphasis on those that a still in green but demonstrated a decrease.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/2021 - 12/21/2021 Monitor the intervention groups and the differentiated activities implemented based on the review of AP1 data; iReady Teacher Assigned lessons, Wonders, and Teacher Toolbox activities.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/2021 - 12/21/2021 Monitor the bi-weekly collaborative meetings of teachers and ensure monthly administrative data review with grade levels to review strategies discussed and students identified for intervention and learning acceleration.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/2021 - 12/21/2021 Meet with Grade Level Chairpersons to determine the organization in the grade levels and adjust strategies as needed. Discuss teacher needs and adjust schedules as needed to ensure opportunities for common planning and data review.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: According to the 2010-2021 iReady Data, the overall Reading proficiency between AP1 and AP3 increased by 14 percentage points. This does not demonstrate adequate learning progress. A focus on vocabulary instruction will increase overall reading comprehension, as well as in other content areas.
The 2021 ELA FSA demonstrated gains in proficiency. This is attributed to emphasis in intervention and fidelity of implementation.

Measurable Outcome: By June 2022, the AP3 iReady Reading Diagnostic will show an increase of 30 percentage points between the AP1 and AP3 Reading Diagnostics.

Monitoring: This will be monitored with the data retrieved from iReady Diagnostic and Performance Matters Data.

Person responsible for monitoring outcome: Ruben Morales (rubenmorales@dadeschools.net)

Evidence-based Strategy: Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale for Evidence-based Strategy: Developing vocabulary will increase student literary and informational text comprehension.

Action Steps to Implement

8/30/21-9/3/21 Analyze AP3 iReady Reading Data and 2021 FSA Reading Data to determine specific Vocabulary needs.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/8/21-5/13/21 Implement vocabulary "word of the day" to be featured on morning announcements and be used throughout the day.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/13/21 -12/17/21 Teachers will implement strategic instruction of Greek/Latin Roots during ELA instruction.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

8/30-21 - 5/13/22 The school will host various school wide vocabulary activities including a vocabulary parade and 5th grade science specific vocabulary parade.

Person Responsible Natasha Quesada (nquesada@dadeschools.net)

8/30-21 - 5/13/21 Celebrate vocabulary achievement through classroom incentives.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/27/21 - 5/13/22 Review iReady suggested Next Steps & Resources to target specific vocabulary needs through differentiated instruction.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

11/1/21 - 12/17/21 Ensure the implementation of the word of the day in all classes. Students in the morning announcements news team will implement a segment in their show with word of the day.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/21 - 12/17/21 Ensure all classrooms are posting the daily words for students on the board. In addition, use the word of the day in context during the daily morning announcements.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the 2020-2021 Power BI Data, student attendance decreased from 2019-2020 school year with 68% of students having 10 or fewer absences to 60% of students having 10 or fewer absences. This data indicates an eight percentage point decrease from one year to the next.

Measurable Outcome: By June 2022, 70% of students will have 10 or fewer absences for the school year.

Monitoring: Tropical Elementary believes that student attendance is one of the most important factors in student achievement and progress. We will continue to monitor attendance daily and provide incentives to increase student attendance.

Person responsible for monitoring outcome: Stephanie Borges (stephanie.borges@dadeschools.net)

Evidence-based Strategy: Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Strategy: Attendance initiatives will assist us in reaching the goal of increasing student attendance through motivation and incentives. This strategy will increase student attendance and in turn, increase student achievement.

Action Steps to Implement

9/13/21 - 9/17/21 Administration will introduce the attendance rewards and incentives program during morning announcements to motivate students and promote student attendance. The morning announcements are recorded daily and all teachers will receive the materials needed for the attendance program.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

9/13/21 - 6/8/22 Teachers will monitor and implement attendance rewards and incentives program daily to increase student motivation. Teachers will display individual letters to spell "100% ATTENDANCE" for each day that all students are present in homeroom.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/13/21 - 6/8/22 Administration will highlight classrooms with perfect attendance weekly on morning announcements to increase student attendance.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

9/13/21 - 6/8/22 PTA will reward homeroom classrooms with perfect attendance after 14 days of perfect attendance to recognize students as evidenced by Daily Attendance Bulletin.

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

9/13/21 - 6/8/22 A school-wide perfect attendance tracker will be displayed in the cafeteria and updated daily as homerooms complete 14 days of "100% ATTENDANCE".

Person Responsible Ruben Morales (rubenmorales@dadeschools.net)

11/1/21 - 12/17/21 The Targeted Student Attendance Status Form will be reviewed by administration and school counselor to identify the students that are already have 10 or more absences and contact those parents. In addition, students with 4 - 9 absences will be identified, parents contacted to promote the attendance initiative and assist with strategies that will ensure school attendance.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/21 - 12/17/21 Principal will visit the students during lunch and review the attendance tracker. Classes with 14 days of perfect attendance will be congratulated and those that are close to achieving the 14 days will be identified as well.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the 2020-2021 School Climate- SIP Survey in the area of Engages the Team, ten percent of the staff member feel they do not have the opportunity to be considered for leadership roles at school. This is up three percentage point from the 2019-2020 data where only seven percent of the staff members felt they do not have the opportunity to be considered for leadership roles at school.

Measurable Outcome: On the 2021-2022 School Climate- SIP Survey in the area of Engages the Team, zero percent of the staff members will feel that they do not have the opportunity to be considered for leadership roles at school.

Monitoring: This Area of Focus will be monitored by committee attendance rosters, agendas, and participation in committee activities.

Person responsible for monitoring outcome: Viviana Bouza Debs (pr5521@dadeschools.net)

Evidence-based Strategy: Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

Rationale for Evidence-based Strategy: This strategy promotes staff involvement and develops the leadership capacity of all members of the school community.

Action Steps to Implement

8/18/21 - 8/30/21 Develop a list of committees for teachers to take active roles in to promote teacher participation and involvement.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

8/18/21-8/30/21 Teachers will be assigned roles within the committee to promote leadership participation.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

8/18/21-8/30/21 Once committees are determined, a committee chairperson will be selected.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

8/30/21 - 9/30/21 Committee members will meet to organize school procedures and activities to improve overall school climate and achievement.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

8/30/21 - 6/8/22 Administration will review meeting minutes, agendas, sign-in sheets to ensure meetings are taking place and the involvement of all participants.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/21 - 12/17/21 Principal will meet with Committee Chairperson(s) to review activities planned and committee organization to collaborate on committees current status and discuss strategies to promote involvement or continue progressing.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

11/1/21 - 12/17/21 Principal will work collaboratively with PTA on social media to promote school and each teacher. Teachers will be spotlighted weekly on a social media platform for community to learn about the teacher and their contributions to Tropical Elementary School. If this action step is successful, we will continue throughout the school year.

Person Responsible Viviana Bouza Debs (pr5521@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Tropical Elementary ranks #641 out of 1,395 in the State of Florida.

At the beginning of the school year all teachers reviewed the Code of Student Conduct. Students and parents signed the acknowledgement form stating that they understand and agree to the Student Code of Conduct.

The School Safety Committee meets monthly to discuss grade level concerns and issues.

Teacher have rules and expectations posted in classrooms and promote positive behavior. Daily SEL activities are implemented school wide to promote a positive school culture. Tropical Elementary School's motto is "Always remember to be kind to each other". This is reminded daily on the morning announcements. In addition, assemblies will be held quarterly with 4th/5th grade students and administration to review behavior expectations and address any areas of concern.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Tropical Elementary School, our motto is "Be Kind to Each Other". We emphasize character traits that promote a positive school culture. We communicate with our stakeholders through various methods including, morning announcements, the school website, Instagram, email, ConnectEd messages, parent information meetings and trainings, etc. The daily morning announcements create and maintain a positive environment by recognizing students, teachers, and staff for their accomplishments and participation. This provides a sense of community and encouragement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty, staff and administration are the role models in promoting a positive culture and environment. Students look to the adults in our school to model positivity and exemplary behaviors. The parents and community members of our school contribute to the positive environment by participating in events, supporting our vision, which in turn supports student learning.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00