Tropical Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: C (47%) 2018-19: C (42%) 2017-18: B (59%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bouza Debs, Viviana	Principal	The principal leads school initiatives related to academic rigor and instruction, school safety, fostering the development of teacher leaders, and maintaining a positive school culture.
	Assistant Principal	The Assistant Principal supports the principal in all school initiatives. In addition, he supports instructional leaders, engages and collaborates with stakeholders, leads data analysis and facilitates professional development.
Katz, Delia	Teacher, PreK	Pre-K classroom instructor, grade level chairperson and PLST team member.
Quesada, Natasha	Teacher, K-12	Fifth grade classroom instructor and PLST member as digital innovator.
Rodriguez, Liza	Instructional Media	Media Specialist coordinates our technology initiatives, PLST Professional Growth Leader, facilitates computer based testing and leads school-wide reading initiatives.
Torres, Cristina	Reading Coach	Supports classroom teachers by providing DI support, reading intervention and data analysis to drive classroom instruction.

Demographic Information

Principal start date
Wednesday 3/16/2016, Viviana Bouza Debs

Number of teachers with a 2022 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.*

27

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

287

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	44	42	50	58	53	40	0	0	0	0	0	0	0	287
Attendance below 90 percent	0	3	4	1	6	3	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	2	1	2	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	0	1	1	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	4	12	7	20	14	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	17	7	5	19	16	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	16	15	26	27	9	0	0	0	0	0	0	0	93
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	5	5	5	14	10	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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	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	

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	44	56	43	51	40	47	0	0	0	0	0	0	0	281
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	1	13	12	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	14	12	0	0	0	0	0	0	0	28
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	62%	56%				57%	62%	57%
ELA Learning Gains	61%						51%	62%	58%
ELA Lowest 25th Percentile	33%						43%	58%	53%
Math Achievement	57%	58%	50%				61%	69%	63%
Math Learning Gains	51%						39%	66%	62%
Math Lowest 25th Percentile	31%						6%	55%	51%
Science Achievement	46%	64%	59%				34%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	44%	64%	-20%	58%	-14%
Cohort Comparison		-74%				
05	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	67%	10%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	51%	69%	-18%	64%	-13%
Cohort Comparison		-77%				
05	2022					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	43	25	42	45	27	24				
ELL	51	53	25	59	44	20	48				
HSP	54	61	33	58	50	31	47				
FRL	51	57	29	55	43	17	41				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	60
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 FSA our overall ELA proficiency decreased by 6 percentage points and our L25 decreased by 10 percentage points when compared to our 2019 data. Most of our SWD students encompass the L25. However ELA learning gains increased by 10 percentage points when compared to 2021 data.

Overall Math proficiency decreased by 1 percentage point and learning gains also decreased by 7 percentage points. Our L25 decreased 24 percentage points from 2019 data.

Our science overall proficiency decreased by 8 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The learning gains of our L25 show the greatest need for improvement, as well as, all of our subgroups: SWD showed an increase of 1 percentage point, ELL students decreased by 4 percentage points and economically disadvantaged decreased by 5 percentage points.

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 subgroup that comprises the L25 is made up of 65% Students with Disabilities, of which 36% are students with visual impairment exceptionalities. This group primarily uses Braille materials for Reading and Math, as well as Braille FSA assessment materials. The students' Braille reading proficiency impacts the ability to read and respond on the FSA assessments. Additionally, this subgroup did not have intervention programs in place due to scheduling interferences such as therapies and transportation schedules.

The 2022-2023 student demographics are expected to change and the makeup of the L25 is no longer expected to be primarily students with visual impairments. The needs of this school year's L25 will be addressed through interventions, extended learning day, differentiated instruction and consistent data chats.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2021-2022 FSA Assessment Data, ELA Learning gains increased from 51 percentage points in 2021 to 61 percentage points in 2022 FSA. Math Learning gains increased from 44 percentage points in 2021 to 51 percentage points in 2022 FSA.

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

We created a collaborative planning schedule for teachers which allowed for sharing of best practices, and intervention professional development contributed to effective implementation of the new intervention program. In addition, implementation of strategic vocabulary instruction contributed to an average increase of 28 percentage points in the area of vocabulary on the AP1 and AP3 I-ready diagnostic assessments.

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

To accelerate learning, we will need to provide standard driven instruction, differentiated instruction, extended learning opportunities, collaborative planning sessions, progress monitoring and student data chat sessions with administration.

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.

The PLST team will conduct an in-house PD needs assessment survey (September 2022) based on the end of year PD Needs assessment survey to provide monthly meaningful PD in our school. In October 2022, we will tackle reviewing OPM data and adjusting small groups as needed. In February 2023, we will conduct another OPM data review to ensure students are progressing and needs are being met through small group and intervention. In addition, we will collaborate with other neighboring schools to share best practices to address student needs, share best practices and increase academic achievement.

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

Extended learning opportunities such as before and after school tutoring, strategic interventions, and standard driven differentiated instruction.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According our 2022 FSA results, the L25 ELA proficiency score was 33%, L25 Math, 31%, and overall science proficiency score was 46%. This indicates a critical need for standard aligned instruction, through collaborative planning in ELA, Math, and Science subject areas for our L25 students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With implementation of standard-aligned instruction, overall proficiency in ELA will increase 7 percentage points, Math would increase by 8 percentage points and an additional 14 percentage points in Science by 2022-2023 Statewide assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team (Principal, AP, Media Specialist, and Reading Coach) will conduct walk-throughs on pre-scheduled collaborative planning meeting dates. They will ensure that grade-level collaboration meetings are being held, and review and contribute to the topics discussed. Meeting notes will be submitted to the grade level chairperson and passed on to administration. Collaborative-planning will be monitored through meeting schedules and notes that will summarize the meeting topics that were discussed.
Person responsible for monitoring outcome:	Viviana Bouza Debs (pr5521@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Standards-Based Collaborative Planning will be used to allow grade level teams to work together to plan, review data, and share best-practices. The primary purpose is to bring teachers together to learn from one another and collaborate to improve standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons will 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

implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Teachers will use the district provided pacing guides and resources to plan instruction, analyze assessment data to determine further plan of action, and share best practice and ideas of what works to attain higher academic performance on specific learning standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - Administration will schedule monthly grade-level meetings, as a result, teachers will choose a grade-level chairperson to facilitate collaborative planning sessions.

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

8/22-10/14 - Teachers will meet to discuss current pacing guides and upcoming content/skills being taught, as a result, in these sessions teachers will share best practices and resources for instruction.

Person Responsible	Cristina Torres (ctorres1@dadeschools.net)

8/22-10/14 - Teachers will review the FAST PM1 Math and Reading data, as a result, teachers will effectively plan for small group instruction.

Person Responsible	Cristina Torres (ctorres1@dadeschools.net)

8/22-10/14 - Teachers will meet with grade-level to analyze the most recent iReady AP1 data, as a result, teachers will collaborate on effectively implementing the BEST Standards in their lessons based AP1 data.

Person Responsible	Cristina Torres (ctorres1@dadeschools.net)

10/31-12/16- Teachers will attend a data / B.E.S.T. reading standards PD to ensure instructional resources align to student needs and B.E.S.T. standards. In addition, ongoing data chats with reading coach to analyze data and topic assessments to plan DI groups accordingly.

Person Responsible	Cristina Torres (ctorres1@dadeschools.net)

10/31-12/16- Teachers will collaborate with neighboring school teachers to share best practices and resources to address student needs.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2022 FSA Data, SWD had an overall proficiency of 39 percentage points, ELL 51 percentage points, HSP 54 percentage points and FRL 51 percentage points. Based on this data, differentiated instruction has proven to be effective when implemented strategically and with fidelity. Differentiation will ensure teachers are using relevant and recent data to drive instruction and remediate areas of need. Teachers will analyze data trends as standards are covered and plan DI groups accordingly.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With implementation of differentiated instruction, an additional 10% of our SWD population will score at a proficient level by 2023 ELA FAST PM3 statewide assessments for a total of 49% proficiency .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will monitor this differentiation through student data chats, collaborative planning sign in sheets / agendas, data analysis of lowest 25%, and ensure lesson plans are aligned to current data with evidence of fluid small group, differentiated instruction.
Person responsible for monitoring outcome:	Cristina Torres (ctorres1@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will focus on the evidence -based strategy of differentiation. This will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data driven instruction will be monitored through Performance Matters, Topic Test data, iReady, and FAST PM testing. Frequent data chats will be organized to review data and discuss findings, strategies, and best practices to meet student needs
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Through Differentiated instruction, teachers will be able to target student needs. Teachers will consistently monitor student performance matters assessments, Topic Test data, i-Ready, and FAST PM testing to determine student progress and areas of need. Data will be used to guide instruction, remediation, DI groups and tutoring programs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - Reading Coach will review student data, FSA, and i-Ready data with teachers to identify areas of need. As a result, teachers will know how to plan and prepare for DI groups.

Person Responsible   Cristina Torres (ctorres1@dadeschools.net)

8/22-10/14 - Teachers will develop small group lesson plans to reflect differentiation of instruction with fluid small groups based on recent data. As a result, students' individual needs will be met.

Person Responsible   Cristina Torres (ctorres1@dadeschools.net)

8/22-10/14 - Teachers will organize student data folders to include topic assessments, i-ready data, FAST data and small group data. As a result, students will take ownership of their data.

Person Responsible   Cristina Torres (ctorres1@dadeschools.net)

8/22-10/14 - Principal will hold monthly assemblies to discuss data, positive behaviors, goal setting, with the students. As a result, this initiative will promote collaboration and accountability.

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

10/31-12/16- Teachers will meet with Reading Coach and ELA support personnel to review AP1 & FAST data to organize DI groups according to student needs.

Person Responsible   Cristina Torres (ctorres1@dadeschools.net)

10/31-12/16- Identified students will participate in TALENTS after school program to provide additional support to increase student academic achievement.

Person Responsible   Ruben Morales (rubenmorales@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the area of culture, according to the 21-22 School Climate Survey feedback from teachers, 57% of teachers disagreed that staff morale was high at our school, in comparison to 100% of staff who agreed on the 20-21 school climate survey. This indicates a decrease of 43 percentage points. In addition, the 2021-2022 school climate survey feedback from staff indicated that 71% of staff strongly agree that they feel overloaded and overwhelmed at their job. This is an increase of 61 percentage points compared to the 2020-2021 school climate survey. This indicates that there is a critical need to increase staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement team building activities and the celebration of successes, our staff morale will increase by 10 percentage points on the 2022-2023 Staff Climate Survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will begin our school faculty meetings with collaborative, team-building activities to promote a positive school culture. Faculty members will organize off-site monthly social events for staff to collaborate in a relaxed environment. The leadership team will provide incentives and celebrations for teachers with perfect attendance.
Person responsible for monitoring outcome:	Liza Rodriguez (lrodriguez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the area of Focus of Positive Culture and Environment, we will focus on team building activities and celebration of successes to improve our overall staff morale.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We want our teachers and staff morale to increase by celebrating their successes publicly to allow encouragement from all stakeholders. Ultimately, we want to create a positive school culture where our staff is happy and positively motivated to be a part of our school community.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/11 - Monthly faculty meetings will include a team building activity. As a result, teachers will collaborate with each other and improve school morale.

Person Responsible	Liza Rodriguez (lrodriguez@dadeschools.net)

8/22-10/14 - Beginning teachers will be assigned a MINT Mentor or MINT Buddy. As a result, this will provide support and guidance for our new teachers.

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

8/22-10/14 - PTA will spotlight a staff member each week on our Instagram and students will introduce in morning announcements. As a result, teacher will be highlighted and boost school morale.

Person Responsible	Natasha Quesada (nquesada@dadeschools.net)

8/22-10/14 - A member from the faculty will plan a monthly outing for teachers and staff. As a result, teachers and staff will be able to collaborate and destress in a relaxed environment.

Person Responsible	Natasha Quesada (nquesada@dadeschools.net)

8/22-10/14 - Administration will provide incentives for teachers with perfect attendance for the month. As a result, staff attendance will improve.

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

10/31-12/16- Monthly faculty meetings will start with a mindful minute / relaxation activity to ensure teacher well-being.

Person Responsible	Ruben Morales (rubenmorales@dadeschools.net)

10/31-12/16- Administration will provide quarterly teacher luncheons to build staff morale and allow for meaningful collaboration amongst colleagues.

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

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 Climate Survey feedback form from the staff, 68% of the staff strongly agree that their ideas are listened to and considered. To increase this percentage we selected shared leadership because it will create teams of leaders that will promote the school's vision and mission with the staff, students, and community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we effectively implement the shared leadership strategy, 78% of the teachers will believe their ideas are valued by June 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	If we successfully focus on shared leadership our teachers will be able to contribute to school-wide decisions, acquire leadership roles and positively contribute to the school's academic program. Teachers will have leadership opportunities as they lead specific elements of each faculty meeting. Faculty meetings will be teacher-led, each committee will present monthly on specific subject areas.
Person responsible for monitoring outcome:	Viviana Bouza Debs (pr5521@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Faculty meeting agendas will reflect the committee presenting information and best practices will be shared. The meeting sign-in sheets and/or exit tickets for monthly committee meetings will be collected. Staff will vote on the grade level chairs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	At Tropical Elementary, we chose shared leadership because it is the practice of overseeing a school by expanding the number of people involved in making school-wide decisions. Shared leadership is more effective and inclusive of all stakeholders in the school-wide decisions. This strategy will create buy-in and more participation and collaboration amongst all stakeholders.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- School leadership team will survey staff with preferred committee selections & vote on grade level chairpersons and identify members to present at faculty meetings as a result teachers will be offered leadership opportunities.

Person Responsible	Natasha Quesada (nquesada@dadeschools.net)

8/22-10/14- Principal will assign staff members to committees based on preference. As a result, staff members will be offered leadership opportunities.

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

8/22-10/14-Schedule committee meetings to determine committee responsibilities, expectations, and activities. As a result, leadership development will be established.

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

8/22-10/14-Committees will determine which school-wide activities they will plan, lead and organize. As a result, staff members capacity will be built.

Person Responsible   Liza Rodriguez (lrodriguez@dadeschools.net)

10/31-12/16- Committee members will volunteer to be the representative for each committee and share important information at our monthly faculty meetings.

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

10/31-12/16- Committee members will lead school-wide activities such as: Reading Under the Stars and SECME / STEM competitions.

Person Responsible   Liza Rodriguez (lrodriguez@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 2022 Statewide assessments, 38% of the Kindergarten student scored below 50th percentile on the Spring SAT reading assessment; 35% of the First grade students scored below 50th percentile on the Spring SAT reading assessment; and 52% of the Second grade students scored below 50th percentile in the Spring SAT reading assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the Spring 2022 FSA assessment 60% of our third grade students scored below level 3; 44% of our fourth grade students scored below level 3; and 49% of our fifth grade students scored below level 3.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of Horizon's Discovery intervention program with fidelity and ongoing progress monitoring, 65% of the students in grades K-2 will be proficient on 2023 FAST AP3 Assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of Horizon's Discovery and Horizon's Elevate intervention program with fidelity and ongoing progress monitoring, 65% of the students in grades third through fifth grade will be proficient on 2023 FAST AP3 assessments.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teachers will effectively implement differentiated instruction, intervention program Horizons with fidelity, ongoing progress monitoring and student data chats to increase student proficiency. This will be monitored through walk-throughs, fluid DI groups and data chats.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Morales, Ruben, rubenmorales@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Interventions / RTI, differentiated instruction and Ongoing Progress monitoring practices are promising to improve students overall reading proficiency levels.

These practices align with the district's K-12 Comprehensive Evidence-Based Reading plan and the B.E.S.T ELA Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Interventions/ RTI, Differentiated Instruction and Ongoing Progress monitoring address the reading needs of our students. The Reading Horizon's Discovery & Horizon's Elevate intervention programs show proven record of effectiveness through progress monitoring imbedded in the program.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
8/22-10/14 Literacy Leadership: Administration designated literacy leadership team members who will attend monthly ICADs and share information in grade level meetings and or faculty meetings. These teachers will meet monthly to collaborate on best practices and desegregate data to drive instruction.	Bouza Debs, Viviana, vbdebs@dadeschools.net
8/22-10/14 Literacy Coaching: Teachers will meet with our Reading Coach during their common planning time to review data, adjust instructional grpups, collaborate and share instructional resources to meet the needs of our students. The Reading Coach will model lessons for teachers and assist in the developing of effective deafferented instruction and group rotations.	Torres, Cristina, ctorres1@dadeschools.net
8/22-10/14 Assessment: Administration will train teachers on FAST STAR and the FAST CAI assessments to ensure compliance with the administration protocol. Teachers will utilize these assessments to progress monitor students, drive instructional practices and ensure an increase of measurable outcomes in the PM3 as a summative assessment.	Morales, Ruben, rubenmorales@dadeschools.net
8/22-10/14 Professional Learning: Literacy team teachers will attend monthly ICADs and share information with grade level teams. Reading Coach will send emails to the teachers with available reading professional development opportunities so they may register to enhance their classroom practices.	Torres, Cristina, ctorres1@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our strengths within school culture are in Relationships, Physical & Emotional Safety and Support, Care and Connections. In our STEM school we provide opportunities for community members to work with our teachers and students in strengthening our STEM curriculum/ program. Our school ensures parents and families are engaged in our school community and have the necessary information and resources to support their children at home. We ensure information is provided to all stakeholders through our morning announcements, social media and the Schoology platform.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Counselors and PLST team. The role of the principal is to oversee school initiative, as well as, address concerns through collaborative meetings where all stakeholders feel valued and an integral part in the school-wide decision-making process'. The role of the Assistant Principal is to monitor and provide assistance /resources to all stakeholders in a timely manner. The role of the PLST team is to provide resources and collaborate with all teachers and administration to address any concerns. All stakeholders are aware of the clearly defined expectations through informative /collaborative activities.