

Miami-Dade County Public Schools

Tropical Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Tropical Elementary strives focuses on Teamwork, Realistic Objectives, Parental Involvement and Inclusive practices to Create student Achievement and Learning opportunities for all. (TROPICAL)

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
Morales, Ruben	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.
Torres, Cristina	Instructional Coach	Supports classroom teachers by providing DI support, reading intervention and data analysis to drive classroom instruction.
Borges, Stephanie	School Counselor	Supports classroom teachers and students with positive behavior plans and incentives.
Rodriguez, Liza	Instructional Media	Media Specialist coordinates our technology initiatives, PLST Professional Growth Leader, facilitates computer based testing and leads school-wide reading initiatives.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan (SIP) development process involves engaging various stakeholders like school leaders, teachers, parents, students, and community leaders. Input is collected through surveys, workshops, and interviews. Data is analyzed to identify priorities. Collaborative planning leads to drafting the SIP with goals and strategies. Stakeholders review the draft and provide feedback, leading to refinement. The finalized SIP is communicated for implementation, with ongoing engagement and evaluation to ensure effectiveness.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Regular monitoring of the School Improvement Plan (SIP) involves setting clear goals aligned with State academic standards and addressing achievement gaps. Schools collect data, generate progress reports, and communicate findings with stakeholders. Strategies are assessed for effectiveness through formative assessment, data analysis, and stakeholder engagement. Adjustments are made to optimize impact, and an annual review is conducted to ensure continuous improvement and alignment with goals. The focus is on improving student achievement while narrowing achievement gaps among different student groups.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	10	2	1	3	3	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	5	2	2	0	0	0	9
Course failure in Math	0	0	0	2	13	22	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	4	8	27	0	0	0	39
Level 1 on statewide Math assessment	0	0	2	13	22	0	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	6	10	15	31	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	5	8	21	0	0	0	35

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	4	1	6	3	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	2	1	2	0	0	0	0	9
Course failure in Math	0	2	0	1	1	0	0	0	0	4
Level 1 on statewide ELA assessment	0	4	12	7	20	14	0	0	0	57
Level 1 on statewide Math assessment	0	17	7	5	19	16	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	15	26	27	9	0	0	0	93
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	5	14	10	0	0	0	39

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	4	1	6	3	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	2	1	2	0	0	0	0	9
Course failure in Math	0	2	0	1	1	0	0	0	0	4
Level 1 on statewide ELA assessment	0	4	12	7	20	14	0	0	0	57
Level 1 on statewide Math assessment	0	17	7	5	19	16	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	15	26	27	9	0	0	0	93
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	5	5	14	10	0	0	0	39

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	60	53	53	62	56	59		
ELA Learning Gains				61			51		
ELA Lowest 25th Percentile				33					
Math Achievement*	55	66	59	57	58	50	56		
Math Learning Gains				51			44		
Math Lowest 25th Percentile				31					
Science Achievement*	50	58	54	46	64	59	54		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	59	63	59	60			68		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	54			
AMI				
ASN				
BLK				
HSP	57			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	45			
AMI				
ASN				
BLK				
HSP	49			
MUL				
PAC				
WHT				
FRL	44			

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			55			50					59
SWD	34			42			40				5	40
ELL	51			56			37				5	59
AMI												
ASN												
BLK												
HSP	52			55			50				5	59

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	49			55			43				5	51

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	61	33	57	51	31	46					60
SWD	39	43	25	42	45	27	24					39
ELL	51	53	25	59	44	20	48					60
AMI												
ASN												
BLK												
HSP	54	61	33	58	50	31	47					59
MUL												
PAC												
WHT												
FRL	51	57	29	55	43	17	41					60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	51		56	44		54					68
SWD	38	27		41	20		27					57
ELL	55	48		53	41		52					68
AMI												
ASN												
BLK												
HSP	58	51		55	44		54					67
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	56	45		54	39		52					66

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	56%	-12%	54%	-10%
04	2023 - Spring	34%	58%	-24%	58%	-24%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	63%	-14%	59%	-10%
04	2023 - Spring	47%	64%	-17%	61%	-14%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

According to 2023 PM3 Data, ELA overall proficiency was 54% and Math overall proficiency was 54%. On the 2023 science statewide assessment, science overall proficiency was 48% which is the lowest data component. The contributing factors to this low performance in science were: newly arrived ELL learners, students with disabilities, and lack of reading fluency and comprehension.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math proficiency declined by 3% points from FSA 2022 57% to FAST 2023 54%. Factors that might've contributed to this decline were: student lack of reading comprehension when reading the math word problems, lack of fluency in multiplication & division, math DI not aligning with the standards and rigor of benchmark clarifications, and lack of implementation of additional supplemental math resources with fidelity such as: reflex, i-Ready, Gizmo and IXL programs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing FAST school data vs. statewide data, we identified the greatest gap in fourth grade ELA with a difference of 21% points. The school 4th Grade FAST ELA overall proficiency was 36% and the state overall proficiency was 57%. The factors that attributed to this learning gap was a large population of newly arrived ELL learners & a change in teacher midyear.

Which data component showed the most improvement? What new actions did your school take in this area?

Science proficiency increased by 2% points from 2022 46% proficiency to 2023 48% proficiency. We consistently implemented hands-on essential labs and teachers attended Science ICADs to learn best practices in science. In addition homeroom teachers collaborated with the science lead teacher to provide assistance and best practices in science.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reflecting on our EWS / EWI data, our areas of concern are: student attendance reflecting 28 students are below 90% attendance and students with substantial reading difficulty specifically / students reading 2 or more years below grade level going into fifth grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1-Focus on strategic & consistent vocabulary instruction grades 1st-5th & high frequency words for kindergarten
- 2- Continue intervention implementation with fidelity
- 3- Closely monitor implementation & completion of programs by providing incentives to motivate students to complete the following programs: i-Ready, Reflex, IXL, and AR program.
- 4-Continue to implement science hands-on essential labs and interactive notebooks with fidelity & ensure science is taught across all grade levels.
- 5- Math differentiated instruction & intervention to be implemented with fidelity to address low standards. Provide immediate and tailored instruction to students who exhibit a substantial deficiency in math during differentiated instruction.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FAST PM3 Math results 37% of the students in grades 3rd-5th scored a level 1. Based on the data and the identified lack of targeted differentiated instruction to remediate low standards, we will implement differentiated instruction to improve overall math proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With implementation of math differentiated instruction, math proficiency will increase by 10% points of the intermediate students as they will engage in targeted learning experiences in math to increase overall math proficiency to 64% by 2024 Math statewide assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team and instructional coach will conduct weekly walk-throughs and participate in data chats to adjust teacher instruction to address individual student needs.

Person responsible for monitoring outcome:

Viviana Bouza Debs (pr5521@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated instruction will be used to recognize and accommodate the diverse learning needs of students in the classroom. Instruction will be tailored to meet individual students' strengths and challenges. Teachers will provide multiple pathways for students to acquire knowledge and demonstrate understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will use district provided pacing guides and resources to plan for differentiated instruction in math. Teachers will continuously monitor data and use achievement level descriptors to provide parents and students with clear and consistent criteria of expectations and outcomes associated with the different levels of achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29 Teachers will attend math differentiated instruction /intervention professional development. As a result, teachers will be prepared to plan and deliver differentiated lessons.

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

By When: 9/29/23

8/14-9/29 Teachers and administration will use 2023 statewide data to identify students who have a substantial deficiency in math & provide notification to parents of student deficiencies in math. As a result, teachers will identify target groups and create flexible DI groups.

Person Responsible: Ruben Morales (rubenmorales@dadeschools.net)

By When: 9/29/23

8/14-9/29 Leadership team and teachers will use AP1 i-Ready data & FAST PM1 data to identify standards and students with deficiency. As a result, teachers will identify target groups and create flexible DI groups.

Person Responsible: Teresa Zubizarreta (tzubizarreta@dadeschools.net)

By When: 9/29/13

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 FAST Data, overall Math proficiency in grades K-5 was 47% proficiency. Based on the data and identified contributing factors such as lack of targeted instruction and inconsistent implementation of intervention to remediate low standards, we will Implement math intervention. Implementing math intervention will significantly improve student academic achievement in math by providing targeted support and instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of interventions in Math, 57% of students in grades K- 5 will achieve proficiency in math by participating in strategic intervention to target and remediate low standards to achieve proficiency by 2024 statewide assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team and instructional coach will conduct weekly walk-throughs and participate in data chats to adjust instruction according to individual student needs.

Person responsible for monitoring outcome:

Ruben Morales (rubenmorales@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementing Big Ideas math and i-ready resources during intervention will significantly improve student academic achievement in math and set them on a path to success in their mathematical journey.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to our low performance in overall math proficiency in grades K-5, implementing a strategic math intervention program and identifying specific learning needs of our students, will provide intensive support to achieve math academic success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29 Teachers will attend math professional development. As a result, teachers will be prepared to plan and deliver strategic intervention lessons.

Person Responsible: Ruben Morales (rubenmorales@dadeschools.net)

By When: 9/29/23

8/14-9/29 Teachers and leadership team will Identify K-5 students deficient in math skills using PM3 data & i-ready data & provide notification to parents of student deficiencies in math. As a result, teachers will create strategic intervention groups to target specific skills.

Person Responsible: Cristina Torres (ctorres1@dadeschools.net)

By When: 9/29/23

8/14-9/29 Leadership team and teachers will use AP1 i-Ready data & FAST PM1 data to identify standards and students with deficiency. As a result, teachers will identify target intervention groups and make necessary changes to ensure students' math academic needs are being consistently addressed.

Person Responsible: Ruben Morales (rubenmorales@dadeschools.net)

By When: 9/29/23

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 Science assessment data 32% of our English Language Learners were proficient in science. Based on the data and the identified contributing factors of reading deficiencies and lack of content knowledge, we will implement interactive notebooks in science to increase science proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With implementation of interactive notebooks in science, there will be an 18%-point increase in science proficiency of the ELL learners, as they will consistently use science interactive notebooks to increase overall Science proficiency to 58% by 2024 science statewide assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administration team will conduct walk-throughs, review student work samples, and provide feedback in collaborative meetings to review effective implementation of interactive notebooks in science.

Person responsible for monitoring outcome:

Liza Rodriguez (lrodriguez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The implementation of interactive notebooks has proven to be highly effective, empowering users to perform data analysis, share knowledge, and collaborate efficiently. The powerful capabilities of interactive notebooks, including their versatility, reproducibility advantages, and capacity to seamlessly combine data and explanations, contribute significantly to the progress of scientific understanding and the promotion of collaboration among the scientific community at Tropical Elementary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Since our fifth-grade student population have a variety of learning needs such as ELL learners, students with disabilities, and various learning needs, the students will benefit from implementation and use of interactive notebooks in science to increase academic achievement in science.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29 Teachers will identify ELL students in science. As a result, teachers will group students according to their learning needs.

Person Responsible: Liza Rodriguez (lrodriguez@dadeschools.net)

By When: 9/29/23

8/14-9/29 Teachers will plan collaboratively to target deficient science standards. As a result, teachers will create a plan to target deficient standards in student interactive notebooks.

Person Responsible: Liza Rodriguez (lrodriguez@dadeschools.net)

By When: 9/29/23

8/14-9/29 Teachers will use science resources and pacing guides to implement science interactive notebook. As a result, students will implement and maintain fidelity to their science interactive notebooks.

Person Responsible: Liza Rodriguez (lrodriguez@dadeschools.net)

By When: 9/29/23

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 SIP climate survey, 48% of the students feel that students in the school do not usually follow school rules. Based on the identified data and the contributing factors: influx of new student arrivals, change of teacher midyear and lack of clearly posted rules we identified this area of need for improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of positive behavior support system, there will be a 12%-point decrease of the students who feel that students do not follow school rules. With the implementation of positive behavior support system, 36% of students will indicate on climate survey that they feel students are following school rules by the end of the school year .

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team and school counselor will conduct assemblies to keep students informed of the school-wide expectations, classroom walk-throughs, and student behavior discussions with teachers to ensure effective implementation of action steps and PBS system.

Person responsible for monitoring outcome:

Stephanie Borges (stephanie.borges@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Support (PBS) is an evidence-based approach that focuses on improving student behavior and overall school climate. It is a proactive and preventive system that aims to create a positive learning environment by teaching and reinforcing appropriate behaviors. PBS utilizes a variety of strategies, techniques, and interventions to support students in achieving their academic and social goals. Positive Behavior Support system improves student behavior by focusing on prevention, teaching appropriate skills, utilizing positive reinforcement, individualizing supports, and fostering collaboration. By creating a positive learning environment, PBS supports the social, emotional, and academic growth of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing a PBS system in our school, will provide a positive school climate, preventing behavior problems, improving academic outcomes, supporting students with special needs, promoting consistency, reducing discipline issues, fostering collaboration, using data for decision making, and promoting long-term behavior change. These benefits make PBS an appealing approach for our school community to enhance student behavior and overall school success

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-9/29 Counselor will establish a PBS team to guide the process, make decisions, and coordinate efforts. As a result, the school will have a PBS team to ensure implementation of the system.

Person Responsible: Stephanie Borges (stephanie.borges@dadeschools.net)

By When: 9/29/23

8/14-9/29 Counselor will conduct a needs assessment survey to determine current school climate, behavior policies, and practices to identify areas of improvement to determine the specific needs of our school. As a result, PBS team will collect data on student behavior, discipline incidents, and staff perspectives to inform the decision-making.

Person Responsible: Stephanie Borges (stephanie.borges@dadeschools.net)

By When: 9/29/23

8/14-9/29 Administration will review student code of conduct with teachers, parents, and students. As a result, all stakeholders will be aware of student code of conduct expectations.

Person Responsible: Stephanie Borges (stephanie.borges@dadeschools.net)

By When: 9/29/23

8/14-9/29- Teachers and administration will explain school-wide explicit rules to grade levels PreK-5. As a result, students will be aware of expected school-wide behaviors.

Person Responsible: Stephanie Borges (stephanie.borges@dadeschools.net)

By When: 9/29/23

8/15/23- Teachers will participate in the Brain Power mindfulness professional development. As a result, students will participate in mindfulness program to improve overall behavior.

Person Responsible: Stephanie Borges (stephanie.borges@dadeschools.net)

By When: 9/29/23

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 STAR Assessment, the kindergarten students (current first graders) were at 45% proficiency in the reading STAR assessment. Based on the data and identified contributing factors of influx of ELL students and lack of vocabulary and high frequency words acquisition we will implement differentiated instruction to address student needs.

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

According to ELA FAST 2023 data the fourth grade students (current fifth graders) were 45% proficiency. Based on the data and identified contributing factors of: 37% of students in this grade level are identified as SWD, influx of ELL students, lack of reading fluency, and lack of fidelity to intervention in this grade level group, we will implement differentiated instruction.

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 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 Measurable Outcomes

With the implementation of academic vocabulary instruction, there will be 10%-point increase of proficiency in the first grade students as they will participate in explicit instruction, vocabulary /high frequency words journals, and academic vocabulary instruction to increase reading proficiency to 55% by 2024 STAR assessment.

Grades 3-5 Measurable Outcomes

With the implementation of academic vocabulary instruction, there will be 10%-point increase of proficiency in ELA fifth grade students as they will participate in explicit instruction, vocabulary journals,

word of the day routines, and academic vocabulary instruction to increase reading proficiency to 55% by 2024 FAST statewide assessment.

Monitoring

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 impact student achievement outcomes.

The administrative team and instructional coach will conduct weekly walk-throughs and participate in data chats to adjust instruction according to individual student needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Torres, Cristina, ctorres1@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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?

The rationale for implementing academic vocabulary instruction lies in its potential to significantly impact students' language proficiency, academic performance, and overall learning outcomes. By explicitly teaching and reinforcing academic vocabulary, educators aim to equip students with the specialized language skills necessary to comprehend complex texts, engage in critical thinking, and express themselves effectively in various academic disciplines. Academic vocabulary instruction is a strong evidence based program which aligns with districts K-12 comprehensive reading plan and B.E.S.T. ELA standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

According to our low performance on vocabulary in the i-Ready AP2 data and low performance on statewide assessments, implementing academic vocabulary instruction is a crucial component of comprehensive language education. This strategy addresses the identified need for academic

vocabulary instruction. It empowers students to navigate the challenges of academic content, fosters their communication skills, and sets them on a path toward academic success and lifelong learning.

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
8/14-9/29 Teachers will have students maintain vocabulary journals where they record new words, their meanings, and examples of usage. As a result, students will reinforce vocabulary learning and encourages self-directed study.	Torres, Cristina, ctorres1@dadeschools.net
8/14-9/29 Teachers will use ELA curriculum resources to implement a specific academic vocabulary focus to support reading comprehension. As a result, students will increase vocabulary and improve overall reading comprehension.	Torres, Cristina, ctorres1@dadeschools.net
8/14-9/29 Introduce a "word-of-the-day" routine on morning announcements. We will present a new academic term each day and teachers will encourage students to use the word throughout the day. As a result, students will expand their vocabulary and improve reading comprehension.	Rodriguez, Liza, lrodriguez@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) will be presented to parents and all stakeholders via EESAC meetings, faculty meetings and parent meetings. During these meetings, information and reasons behind the proposed action steps will be communicated to all stakeholders. We will create avenues for every stakeholder to contribute their insights and approaches aimed at enhancing student academic performance. SIP will be posted on the school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To fulfill the school's mission, support student needs, and keep parents informed, it's crucial for the school to establish positive relationships with parents, families, and community stakeholders. This can be achieved through consistent and open communication channels, such as class dojo, schoology and school and PTA social media updates. Hosting family engagement events, workshops, and seminars will involve parents in their child's education and address any concerns. By encouraging involvement through volunteer opportunities, the school can incorporate parent input into decision-making processes. Tailoring communication to individual families, collaborating with local partners, providing transparent academic updates, and utilizing technology for progress tracking all contribute to a cohesive strategy for fostering a strong school-parent-community relationship, thus ensuring the best support for students' growth and development.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The process of strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum involves a comprehensive approach that encompasses curriculum enhancement, advanced tracks, extended learning opportunities, technology integration, teacher development, student-centered strategies, partnerships, assessment, and continuous improvement efforts.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Teachers help to identify students who may be at risk or in need to additional academic or emotional support. The counselor and mental health coordinator work together to ensure that we provide the appropriate services to address the students needs. We also work together with the school social working to ensure that student have the basic needs (clothing, food, social supports, and other more). The social worker also works with the students families to assist them in obtaining any services that they may require outside of school. During MTSS meetings we also provide information on free tutoring programs that help to support families who may not be able to afford private tutoring.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

In collaboration with our leadership team and student services department, teachers will participate in the MTSS process to address students needing additional support. Our school implemented a school-wide behavior expectations plan and teachers implement a classroom behavior plan which follows our student code of conduct. In addition, SCMs are completed for discipline or attendance issues. Our school aims to provide a comprehensive and inclusive approach to supporting all students' academic and behavioral needs. The goal is to create an environment where every student has the opportunity to succeed and thrive.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our school utilizes a multifaceted approach to enhance teaching quality, data analysis from assessments, and the recruitment and retention of teachers. This involves offering professional development workshops, fostering collaborative environment, providing personalized coaching and mentoring with MINT program, aligning curriculum with assessment goals, encouraging reflective teaching practices, basing activities on research, and cultivating teacher leadership. Through these strategies, our school aims to improve instruction, optimize data utilization, and address teacher shortages in critical subjects, ultimately leading to better educational outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Several approaches utilized by our school to aid preschool children in their shift from early childhood programs to nearby elementary school initiatives involved organizing parent information sessions about the transition to kindergarten and arranging visits for PreK students to familiarize them with kindergarten classrooms. In addition, for our students transitioning to kindergarten in the exceptional education program initiates during the months of October and November. During a Re-evaluation Team (RT) assembly, educators, psychologists, and parents collaborate to determine whether a re-evaluation is necessary for the student. Meetings regarding Articulation Individualized Education Program (IEP) take place from April to June. If a student undergoes re-evaluation, the psychologist and other members of the evaluation team will participate in this meeting. The kindergarten teachers from the student's home school will be extended an invitation to engage in discussions concerning the kindergarten curriculum and expectations. All students in the Exceptional Student Education (ESE) program will transition to their home school for kindergarten, unless a distinct class placement is justified. In such instances, the school housing the suitable program that is nearest to the home school will be summoned for the meeting. Parents will receive details about the Family Empowerment Scholarship, VPK SIS services, and additional family-oriented Community Resources.