

Tropical Elementary School



2014-15 School Improvement Plan

Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tropical Elementary focuses on Teamwork, Realistic Objectives, Parental Involvement and Inclusive Practices to create student achievement and learning opportunities for all.

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Tropical Elementary core values and beliefs are demonstrated through our vision and mission. Our school is dedicated to teaching students to be involved, active learners who work hard, think critically and creatively and communicate effectively. We emphasize high expectations for all students through all the different programs we provide (Pre-Kindergarten, Special Education, General Education and Gifted Education). We are committed to acknowledging and celebrating the diversity within our school and foster the growth and value that comes from different cultures and experiences. By working as a team, we ensure the educational success of all our students and instill a sense of accountability for the needs of others.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Safety procedures and policies are followed by our staff and faculty in effort to maintain expectations. Arrival of students and dismissal procedure are conducted in the front and the back of the school with the appropriate personnel. All visitors are required to enter through the main office and only approved volunteers, faculty and staff are allowed on school premises. Security guards are visible and patrol the campus throughout the day. School Safety Patrols are trained to express school rules and encourage student body to follow school rules to make the school a safer place.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Tropical Elementary follows the Code of Student Conduct which is designed to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. The Code of Student Conduct is available to all parents and discussed for understanding. Students are recognized monthly through the Do the Right Thing program. Counselor provides support through the use of strategies and behavioral plans on a student need basis. Tropical Elementary provides all students with access to a bullying box. Where students can anonymously leave notes in regards to bullying. The notes are read daily and issues are dealt with immediately to avoid escalation of a potential problem.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Tropical Elementary, services are provided to support the physical, social and emotional needs of the student population. School personnel implements a process to determine the counseling, assessment and referral necessary based on the needs of the student provided by the district. Our school counselor, school psychologist and administrators are available for all student in need of additional programs or resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Early Warning Indicators:

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Mathematics
- Level 1 on statewide assessment

Tropical Elementary has a quarterly assembly to recognize students in the areas of academics, attendance and citizenship. Honor Roll students are invited to have a special lunch with the principal. "Do the Right Thing" program is implemented and students are recognized on the morning announcements. Baseline and Interim's reports will be use to monitor student progress and address individual needs.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	8	8	8	6	8	47
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	7	3	9	8	5	3	35
Level 1 on statewide assessment	0	0	0	43	18	24	85

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance:

- Provide parents a copy of the district attendance requirements via a parent workshop.
- Follow up call by the attendance committee to inquire about the student and reason for being absent or late.
- Review Attendance Reports Monthly

Academics:

- Provide interventions

- Provide counseling
- Peer Buddy
- Close school/home communication

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188064>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Tropical Elementary maintains and communicates the purpose and direction to all our stakeholders by communicating our vision and mission. All stakeholders are reminded of our core values and beliefs of maintaining high expectations of all students. These shared values and beliefs indicates a commitment in implementing to all our students to achieve learning, thinking and life skills necessary for success. Winn-Dixie and Publix are two of our Dade Partners. They provide food for parental activities which will include Muffins with Mom, Donuts with Dad, Reading Under The Stars, and other special events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Miah, Yubeda	Principal
Aguiar, Zusel	Assistant Principal
Farinas, Guillermo	Guidance Counselor
Falconi, Johanna	Teacher, ESE
Katz, Delia	Teacher, PreK
Joerg, Linda	Instructional Media
Abin, Yospa	Teacher, K-12
Ramos, Leslie	Teacher, K-12
Rodriguez, Liza	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

Assistant Principal: Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Monitors implementation of curriculum and assists teaching staff with modifying instruction as appropriate based on data.

Student Services Personnel (Counselor): Provides quality services and expertise on issues from program design to assessment and intervention with individual students. Meets with students identified by teachers and/or administrators for small group counseling. Provides parents with information regarding services offered at the school site, district, or outside agencies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection, collaborates with other staff members to implement intervention strategies to at risk students.

Exceptional Education Teachers (ESE): Participates in student data collection, integrates core instructional activities/materials into intervention instruction, and collaborates with general education teachers through such activities as co-teaching and implement inclusion practices

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership Team at Tropical Elementary met with the EESAC and Principal to develop the SIP. The team provided information and data regarding the needs of the lowest 25%, as well as students not performing at grade level. The Leadership team will monitor the fidelity of the delivery of instruction and provide levels of support and interventions to students based on data.

Title I, Part A

Tropical Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). Summer school will be offered to those students whom are eligible based on the district's criteria.

Title II and Title III district

programs will be coordinated and we will offer staff development as needed. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school. Other components that will be integrated include; our Reading Club, Mc Donald's Reading Challenge, Math Bowl, Spelling Bee, Parental

Activity Nights (calendar will be developed) which will include Muffins with Mom, Donuts with Dad, Reading Under The Stars, and other special events. Another component that will be offered is through Supplemental Educational Services; other special support services to special needs populations such as homeless, migrant, neglected, and delinquent students will be offered as needed.

Title II

Tropical Elementary will use supplemental funding provided by the district to continue improving basic education by:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL)

Title III

Title III funds from the district will be used to implement a tutoring program for English Language Learner(ELL) students. Reading and supplemental instructional materials will be provided for ELL students based on district 2014-2015 allocations

Title X- Homeless

The Homeless Liaison provides training to the school registrar on the procedures for enrolling homeless students. The school counselor is trained on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all the entitlements.

Violence Prevention Programs

Anti-bullying strategies will be implemented and monitored by the school's counselor to address violence prevention.

Nutrition Programs

Tropical Elementary will follow the Healthy Food and Beverage Guidelines provided by MDCPS' Wellness

Policy. We will continue to implement curriculum (physical education) to address health concerns for students.

Housing Programs

Head Start

Tropical Elementary will continue to have a Head Start program for the 2014-2015 school year.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yubeda Miah	Principal
Terry Soltz	Teacher
John Forbes	Teacher
Delia Katz	Teacher
Mercedes Abascal	Education Support Employee
Alejandra Induni	Parent
Alicia M. Vereas-Feria	Parent
Richard Delgado	Parent
Ella Delgado	Student
Denise Roig	Business/Community
Rhonda Smith	Business/Community
John Navarro	Business/Community
Yospa Abin	Teacher

Duties

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

Evaluation of last year's school improvement plan

All stakeholders work collaboratively on our school improvement and engage in decisions made on our school improvement and engage in decisions made for our school during EESAC meetings.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Miah, Yubeda	Principal
Aguiar, Zusel	Assistant Principal
Farinas, Guillermo	Guidance Counselor
Falconi, Johanna	Teacher, ESE
Joerg, Linda	Instructional Media
Katz, Delia	Teacher, PreK
Ramos, Leslie	Teacher, K-12
Rodriguez, Liza	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The initiative of the LLT this year will be to promote literacy awareness between the school community and parents. The LLT will focus on instruction and developing strategies to assist students in meeting high standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning is embedded into their schedule, which provides teachers the opportunity to collaborate, share best practices and strategies to enhance learning. A positive culture is evident at Tropical Elementary as teachers attend professional development and share information with their colleagues. Faculty and staff are recognized for their attendance.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

School provides professional development within the school setting, and district. Teachers are given opportunities for leadership roles. Teachers are provided with the necessary support and academic resources to achieve objectives and goals. Administration has an open door policy.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Using District provided:

- Pacing Guides
- Textbooks
- Online resources (ex: Thinkgate, Think Central)
- Wonder Works Interventions

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Leadership team meets after every District assessment to review data by grade level. The results are used to guide instruction based on student needs. The data is used to drive and group students in the Wonder Works Intervention program.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,640

Develop fluency, vocabulary and comprehension skills. The following strategies will be implemented: Choral Reading, Vocabulary Maps/Visuals, and the use of Task Cards.

Strategy Rationale

To give ELL students the additional support needed in the area of Reading/Language Arts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abin, Yospa, yospaabin@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists Tropical Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children in our school with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

A child is eligible for the prekindergarten program until he/she is five years of age on or before September 1st of the school year. Prekindergarten children who will be five years old on or before September 1st of the next school year will be promoted to kindergarten in June. At Tropical Elementary various activities will occur beginning each November to assist prekindergarten children and their families in making a smooth transition to kindergarten. During the transition process for the prekindergarten child with disabilities, the teachers will assist parents in reviewing their child's current functioning levels. All Classroom assessments must be up-to-date to facilitate the smooth transition of the prekindergarten child into a kindergarten or primary special education class. For those children requiring a reevaluation, a Reevaluation Team (RT) will be scheduled by the Pre-K Staffing Specialist and/or the School Psychologist. It is the teacher's/school's responsibility to invite the parents to the RT Conference. The Pre-K SPED teacher is required to bring information regarding the student's current developmental, social, language and literacy skills, as well as a copy of the current IEP. At the RT Conference, the parents will be asked to sign, The Informed Notice and Consent for Reevaluation. A child cannot be reevaluated until the consent is signed. Exit staffing are to begin in March in order to provide an appropriate timeline for transfers and transportation changes to the receiving school. A "Transition to Kindergarten" workshop will be provided for all parents of transitioning Pre-kindergarten students (Voluntary Prekindergarten Program and Program for Children with Disabilities) in late April

/early May. The transition process will be discussed, as well as the kindergarten curriculum, expectations for kindergarten and home learning during a meeting at the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Tropical Elementary will use the Early Warning system indicators to identify at risk students in order to provide support and interventions.
- G3.** Students in grades Kindergarten through second grade will complete one class project and in grades 3-5 will execute an individual project by generating ideas through research by displaying an individual Science Fair investigation.
- G4.** Parent Involvement: See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G043770

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - ED	72.0
AMO Reading - ELL	67.0
AMO Math - All Students	67.0
AMO Math - ED	65.0
AMO Math - ELL	65.0
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Curriculum Support Specialist, Media Specialist, Promethean Boards, Computers in Classrooms, Wonder Works, GoMath Online Resources, ELL Tutoring, and Common Planning time. Instructional Leaders: Math, Science, Reading, and Social Studies. District Provided Resources: Think Central, iReady, MyOn Reader.

Targeted Barriers to Achieving the Goal 3

- Limited opportunity for students to demonstrate (either collaboratively or independently) knowledge/learning throughout lessons

Plan to Monitor Progress Toward G1. 8

On-going classroom assessments and District Interim Assessments

Person Responsible

Yubeda Miah

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Florida Standard Assessments

G2. Tropical Elementary will use the Early Warning system indicators to identify at risk students in order to provide support and interventions. 1a

G050222

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
Level 1 - All Grades	

Resources Available to Support the Goal 2

- Counselor, Peer Buddy, Do the Right Thing" program, Quarterly Assembly, Honor Roll Lunch, Curriculum Support Specialist, Media Specialist, Community Involvement Specialist, Promethean Boards, Code of Student Conduct, Academic Reports, Instructional leaders: Math, Science, Reading, and Social Science.

Targeted Barriers to Achieving the Goal 3

- Parents being unaware of the school district's attendance policy. Student lack of understanding of district's code of student conduct. Parents and students are not familiar with the resources available within the community.

Plan to Monitor Progress Toward G2. 8

Citizenship Recognition during Honor Roll Assembly

Person Responsible

Guillermo Farinas

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Grade Report

G3. Students in grades Kindergarten through second grade will complete one class project and in grades 3-5 will execute an individual project by generating ideas through research by displaying an individual Science Fair investigation. 1a

G050677

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Science Liaison, Media Specialist, Discovery Education, Gizmos, Promethean Boards, Computers in Classrooms, and Common Planning time.

Targeted Barriers to Achieving the Goal 3

- Students are lacking an understanding of the scientific process.

Plan to Monitor Progress Toward G3. 8

District Pre and Post Science Test

Person Responsible

Leslie Ramos

Schedule

Semiannually, from 8/25/2014 to 1/30/2015

Evidence of Completion

ThinkGate Reports

G4. Parent Involvement: See Title I PIP 1a

G050709

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G043770

G1.B1 Limited opportunity for students to demonstrate (either collaboratively or independently) knowledge/ learning throughout lessons **2**

 B107312

G1.B1.S1 Implement collaborative conversations as an instructional framework to encourage the exchange of ideas by facilitating purposeful student-led talk focused around topics and texts appropriate to grade level and discipline. Students will pose and respond to questions, clarify, verify or challenge ideas and conclusions. **4**

 S118717

Strategy Rationale

This strategy was chosen because the implementation of collaborative conversation is imperative for critical thinking and will provide focus on accountable talk and higher order questioning strategies.

Action Step 1 **5**

Provide professional development based on planning and providing opportunities for student collaborative conversations throughout lessons. Utilize mini lesson studies demonstrating effective implementation of collaborative conversations and allow teachers to expand current lessons to incorporate focused collaborative conversations.

Person Responsible

Leslie Ramos

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Observe teachers actively participating in the mini lesson studies, contributing to the conversation by exchanging feedback based on effective implementation of collaborative conversations, and demonstrating knowledge of actionable steps to implement in their classroom.

Action Step 2 5

Plan and provide opportunities for student to engage in collaborative conversations focused on posing and responding to questions, clarifying, verifying or challenging ideas and conclusions.

Person Responsible

Liza Rodriguez

Schedule

Weekly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Observe students engaging in collaborative conversations based on a focused topic related to the content.

Action Step 3 5

Conduct coaching cycles and model effective implementation of student collaborative conversations.

Person Responsible

Zusel Aguiar

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Observe modeled lessons provided by CSS and exchange feedback with teachers.

Action Step 4 5

Provide monthly professional development based on building the instructional tools needed for effective implementation of student collaborative conversations.

Person Responsible

Leslie Ramos

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Observe the engagement and contributions of teachers during monthly PDs in order to gauge the needs of teachers.

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

Classroom walkthroughs will determine fidelity of implementation.

Person Responsible

Yubeda Miah

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Observe students engaging in collaborative conversations based on focused topic related to the content.

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

Lesson plans will reflect collaborative conversation strategies. Classroom walkthroughs will be conducted to monitor effectiveness.

Person Responsible

Yubeda Miah

Schedule

Weekly, from 10/6/2014 to 6/4/2015


Evidence of Completion

Lesson Plans, Student Work


G2. Tropical Elementary will use the Early Warning system indicators to identify at risk students in order to provide support and interventions. **1**

 G050222

G2.B1 Parents being unaware of the school district's attendance policy. Student lack of understanding of district's code of student conduct. Parents and students are not familiar with the resources available within the community. **2**

 B125877

G2.B1.S1 Provide parents a copy of the district attendance requirements via a parent workshop **4**

 S137776

Strategy Rationale

Parents will become aware of district policies and comply.

Action Step 1 **5**

Parent workshop explaining school district policies on attendance.

Person Responsible

Delia Katz

Schedule

On 9/23/2014

Evidence of Completion

Attendance Participation Log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Review monthly attendance report

Person Responsible

Guillermo Farinas

Schedule

Quarterly, from 11/12/2014 to 5/28/2015

Evidence of Completion

Attendance Report

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor student attendance and contact parents for students with excessive absenteeism.

Person Responsible

Guillermo Farinas


Schedule

Quarterly, from 11/12/2014 to 5/28/2015

Evidence of Completion

Attendance Report

G2.B1.S2 Counselor will continue to familiarize the students with the Student Code of Conduct 4

 S138961

Strategy Rationale

Students will be knowledgeable of the behavior expectations from the school and district.

Action Step 1 5

Counselor will conduct classroom visits to review the Student Code of Conduct

Person Responsible

Guillermo Farinas

Schedule

On 9/5/2014

Evidence of Completion

Suspension Report

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will report students with appropriate behavior to School Counselor

Person Responsible

Guillermo Farinas

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Suspension Report

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Counsel students based on needs

Person Responsible

Guillermo Farinas


Schedule

On 6/4/2015

Evidence of Completion

Counselor Log

G2.B1.S3 Provide information to parents through flyers, parent workshops to familiarize them with the resources available within the community. 4

 S138967

Strategy Rationale

As parents become more aware of the resources available to help their children, students will strengthen both emotionally and academically.

Action Step 1 5

Parents will be provided training to assist their children in their academic growth.

Person Responsible

Delia Katz

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Parent Sign In Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will meet with Community Involvement Specialist to review outcomes of training.

Person Responsible

Delia Katz

Schedule

Monthly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Parent Sign In sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Parent Input

Person Responsible

Delia Katz

Schedule

Monthly, from 10/30/2014 to 5/29/2015


Evidence of Completion

Parent Sign In Sheets, Class Assignments, District Baseline and Interim Assessments

G3. Students in grades Kindergarten through second grade will complete one class project and in grades 3-5 will execute an individual project by generating ideas through research by displaying an individual Science Fair investigation. **1**

 G050677

G3.B1 Students are lacking an understanding of the scientific process. **2**

 B127000

G3.B1.S1 The use of science projects to design and develop projects to increase scientific thinking and the development and implementation of inquiry-based activities relevant to the objectives of the topic **4**

 S139010

Strategy Rationale

Students will be able to explore and use higher order thinking to complete the scientific process.

Action Step 1 **5**

Teachers will provide opportunities of inquiry-based activities and science experiments within the classroom.

Person Responsible

Leslie Ramos

Schedule

Weekly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Science Fair Projects and Experiments

Action Step 2 **5**

Utilize the internet as a means of providing multiple forms of reference to students for research and projects

Person Responsible

Leslie Ramos

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

Action Step 3 5

Implement the CIM and analyze the pre- and post-test data from school-wide assessment and use results to guide instruction.

Person Responsible

Leslie Ramos

Schedule

Semiannually, from 8/26/2014 to 2/13/2015

Evidence of Completion

ThinkGate Report

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk-throughs

Person Responsible

Zusel Aguiar

Schedule

Weekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Science Fair Projects

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Collection of projects

Person Responsible

Leslie Ramos

Schedule

On 11/24/2014

Evidence of Completion

Science Fair Projects

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 5521 - Tropical Elementary School - 2014-15 SIP
Tropical Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development based on planning and providing opportunities for student collaborative conversations throughout lessons. Utilize mini lesson studies demonstrating effective implementation of collaborative conversations and allow teachers to expand current lessons to incorporate focused collaborative conversations.	Ramos, Leslie	9/30/2014	Observe teachers actively participating in the mini lesson studies, contributing to the conversation by exchanging feedback based on effective implementation of collaborative conversations, and demonstrating knowledge of actionable steps to implement in their classroom.	6/4/2015 monthly
G2.B1.S3.A1	Parents will be provided training to assist their children in their academic growth.	Katz, Delia	10/30/2014	Parent Sign In Sheet	5/29/2015 monthly
G3.B1.S1.A1	Teachers will provide opportunities of inquiry-based activities and science experiments within the classroom.	Ramos, Leslie	10/3/2014	Science Fair Projects and Experiments	5/29/2015 weekly
G2.B1.S1.A1	Parent workshop explaining school district policies on attendance.	Katz, Delia	9/23/2014	Attendance Participation Log	9/23/2014 one-time
G2.B1.S2.A1	Counselor will conduct classroom visits to review the Student Code of Conduct	Farinas, Guillermo	9/1/2014	Suspension Report	9/5/2014 one-time
G1.B1.S1.A2	Plan and provide opportunities for student to engage in collaborative conversations focused on posing and responding to questions, clarifying, verifying or challenging ideas and conclusions.	Rodriguez, Liza	9/30/2014	Observe students engaging in collaborative conversations based on a focused topic related to the content.	6/4/2015 weekly
G3.B1.S1.A2	Utilize the internet as a means of providing multiple forms of reference to students for research and projects	Ramos, Leslie	8/18/2014	Lesson Plans	6/1/2015 weekly
G1.B1.S1.A3	Conduct coaching cycles and model effective implementation of student collaborative conversations.	Aguiar, Zusel	10/6/2014	Observe modeled lessons provided by CSS and exchange feedback with teachers.	6/4/2015 weekly
G3.B1.S1.A3	Implement the CIM and analyze the pre- and post-test data from school-wide assessment and use results to guide instruction.	Ramos, Leslie	8/26/2014	ThinkGate Report	2/13/2015 semiannually
G1.B1.S1.A4	Provide monthly professional development based on building the instructional tools needed for effective implementation of student collaborative conversations.	Ramos, Leslie	10/1/2014	Observe the engagement and contributions of teachers during monthly PDs in order to gauge the needs of teachers.	6/4/2015 monthly
G1.MA1	On-going classroom assessments and District Interim Assessments	Miah, Yubeda	10/6/2014	Florida Standard Assessments	6/4/2015 weekly
G1.B1.S1.MA1	Lesson plans will reflect collaborative conversation strategies. Classroom walkthroughs will be conducted to monitor effectiveness.	Miah, Yubeda	10/6/2014	Lesson Plans, Student Work	6/4/2015 weekly
G1.B1.S1.MA1	Classroom walkthroughs will determine fidelity of implementation.	Miah, Yubeda	10/6/2014	Observe students engaging in collaborative conversations based on focused topic related to the content.	6/4/2015 weekly
G2.MA1	Citizenship Recognition during Honor Roll Assembly	Farinas, Guillermo	10/30/2014	Grade Report	5/29/2015 monthly
G2.B1.S1.MA1	Monitor student attendance and contact parents for students with excessive absenteeism.	Farinas, Guillermo	11/12/2014	Attendance Report	5/28/2015 quarterly
G2.B1.S1.MA1	Review monthly attendance report	Farinas, Guillermo	11/12/2014	Attendance Report	5/28/2015 quarterly
G2.B1.S2.MA1	Counsel students based on needs	Farinas, Guillermo	8/18/2014	Counselor Log	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Teachers will report students with appropriate behavior to School Counselor	Farinas, Guillermo	8/18/2014	Suspension Report	6/4/2015 quarterly
G2.B1.S3.MA1	Parent Input	Katz, Delia	10/30/2014	Parent Sign In Sheets, Class Assignments, District Baseline and Interim Assessments	5/29/2015 monthly
G2.B1.S3.MA1	Administration will meet with Community Involvement Specialist to review outcomes of training.	Katz, Delia	10/30/2014	Parent Sign In sheets	5/29/2015 monthly
G3.MA1	District Pre and Post Science Test	Ramos, Leslie	8/25/2014	ThinkGate Reports	1/30/2015 semiannually
G3.B1.S1.MA1	Collection of projects	Ramos, Leslie	10/3/2014	Science Fair Projects	11/24/2014 one-time
G3.B1.S1.MA1	Walk-throughs	Aguiar, Zusel	10/31/2014	Lesson Plans, Science Fair Projects	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited opportunity for students to demonstrate (either collaboratively or independently) knowledge/learning throughout lessons

G1.B1.S1 Implement collaborative conversations as an instructional framework to encourage the exchange of ideas by facilitating purposeful student-led talk focused around topics and texts appropriate to grade level and discipline. Students will pose and respond to questions, clarify, verify or challenge ideas and conclusions.

PD Opportunity 1

Provide professional development based on planning and providing opportunities for student collaborative conversations throughout lessons. Utilize mini lesson studies demonstrating effective implementation of collaborative conversations and allow teachers to expand current lessons to incorporate focused collaborative conversations.

Facilitator

Ms. Leslie Ramos

Participants

Teachers

Schedule

Monthly, from 9/30/2014 to 6/4/2015

PD Opportunity 2

Provide monthly professional development based on building the instructional tools needed for effective implementation of student collaborative conversations.

Facilitator

Ms. Leslie Ramos

Participants

Teachers

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0