

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Tropical Elementary School (5521)

Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - YUBEDA MIAH

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Tropical Elementary School is located in a lower middle-income neighborhood of a largely Hispanic population in a vast metropolitan community. The school is part of the Southwest Miami High School feeder pattern. For the past four years, the school has received federal funds from the Title I program.

The racial/ethnic profile of the school is 90.3% Hispanic, 6.0% White/Non-Hispanic, 1.8% Black, and 1.8% Asian/Indian/ Multiracial. The school is 51 years old and houses 480 students in grades Pre-kindergarten through fifth grade, including a large Special Education Student population. The students with disabilities include; Visually Impaired, Physically Impaired, Educable Mentally Handicapped, Profoundly Mentally Handicapped, Learning Disabled, and Gifted. In grades K - 3, the class size average is 19 students. In grades 4 - 5, the class size average is 25 students. The regular program pupil/teacher ratio is 18:1. The average daily attendance for students was 94.17%

The school employs 110 full time staff members and 28 part time staff members. The racial/ethnic profile of the staff is 51.0% Hispanic, 34.0% White/Non-Hispanic, 14.0% Black, and 1.0% Asian/Indian/ Multiracial. The average years of teaching in the State of Florida is 11 years. There are 47 percent of teachers with either a Masters or Specialists Degree. There are three teachers that have received their National Board Certification.

During the 2006-2007 school year, 35% of students scored Level 1 or Level 2 on the FCAT Reading, and 40% of students scored Level 1 or Level 2 on the FCAT Mathematics. The school did not meet Adequate Yearly Progress (AYP) due to performance of the Economically Disadvantaged students on the Mathematics portion of the FCAT. All other subgroups met the requirements established by AYP.

Within the community, the school has successfully established ties with a number of organizations. Tropical Elementary is proud to have the following corporations as Dade Partners: Baptist Children's Hospital, Baptist Health of Miami, Fit Kids Corporation, Papa John's/South Miami Office, PESCO Plus, The New Hot Wheels Skating Center/Marca Enterprise, and Target Store #0968. The school is currently implementing a reading program funded by the Reading First grant.

Given schoolwide instruction in reading using Sunshine State Standards, students in grades three through five will increase their reading comprehension skills as evidenced by at least 68 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2008.

Given schoolwide instruction in Mathematics utilizing the Sunshine State Standards, students in grades three through five will increase their mathematical problem solving skills as evidenced by 62 percent of students scoring at or above Level 3 on the 2008 FCAT Mathematics Test.

Given schoolwide instruction in Mathematics utilizing the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematical problem solving skills as evidenced by 62 percent of students scoring at or above Level 3 on the 2008 FCAT Mathematics Test.

Given instructional emphasis on the writing process, students will increase their writing skills as evidenced by 83 percent of fourth grade students scoring 3.5 or above on the 2008 FCAT Writing Plus Test.

Given schoolwide instruction in Science utilizing the Sunshine State Standards and hands-on science activities, students in grade five will increase their scientific process skills as evidenced by 56 percent of students scoring at or above Level 3 on the 2008 FCAT Science Test.

Given increased attention to communication with all stakeholders, parental involvement will increase by 10% in school-site activities during the 2007-2008 school year as evidenced by sign-in sheets.

Given a variety of strategies and interventions, attendance will be 95 percent during the 2007-2008 school year as documented by the COGNOS Attendance Report.

Given instruction in the use of Accelerated Reader, students in grades one through five will improve their total points by five percent when compared to the 2006-2007 school year total points earned.

Given instruction using the Sunshine State Standards, at least 70 percent of students who take the test will pass five out of six tested items on the 2008 FITNESSGRAM and receive gold/silver awards.

Given exposure to a variety of multiculturally focused activities and strategies in Music, Art, and Spanish classes, the school will participate in 4 multicultural activities for the 2007 – 2008 school year as documented by agendas and calendars.

Tropical Elementary School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2004-2005 to the 38th percentile on the next publication of the index.



# School Improvement Plan 2007-2008



A review of the Organizational Performance Improvement Snapshot survey demonstrates a need to request employees to share their ideas on a more frequent basis while also keeping them informed of the school's financial status. These two areas were two of the lowest scores on the survey. At weekly learning communities meetings, staff members will be encouraged to share their ideas freely. Staff will be made aware of budget development and expenditure through monthly faculty meetings.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 5521 - TROPICAL ELEMENTARY SCHOOL

### VISION

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.

### MISSION

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

### CORE VALUES

#### Pursuit of Excellence

Pursue the highest standards in academic achievement while maintaining a positive learning environment and striving for maximum organizational performance.

#### Equity

Foster an environment that serves all students and aspires to eliminate the achievement gap.

#### Citizenship

Honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

#### Responsibility

Instill a sense of accountability for actions and awareness of the needs of others.

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### **School Demographics**

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Tropical Elementary School is located in a lower middle-income neighborhood of a largely Hispanic population in a vast metropolitan community. The school was built in 1956 and is located on 6.12 acres of land. Currently, the school has just completed a new irrigation system, along with a new bus driveway that opened this school year. The school has one portable located on the north side of the property.

Tropical Elementary houses 480 students in Pre-kindergarten through fifth grade, of which 71.1 percent receive free or reduced lunch. For the 2007 – 2008 school year, the school has been designated a Title I school based on the percentage of students who received free/reduced priced meals during the 2006 – 2007 school year. The school is part of the Southwest Miami High School feeder pattern. Students from Tropical Elementary generally transition to Riviera Middle School, which received a school grade of "C" on the latest accountability report from the State. Riviera Middle School is not a Zone school.

The racial/ethnic profile of the school is 90.3% Hispanic, 6.0% White/Non-Hispanic, 1.8% Black, and 1.8% Asian/Indian/ Multiracial. Among the students it serves, Tropical Elementary has a large Special Education student population. The students with disabilities include; Visually Impaired, Physically Impaired, Educable Mentally Handicapped, Profound Mentally Handicapped, Varying Exceptionalities, and Gifted.

In Kindergarten, there are 50 regular education students. The student to teacher ratio is 16.6 to one. There are 9 Kindergarten Special Education students. In first grade, there are 54 regular education students. The student to teacher ratio is 18 to one. There are 15 first grade Special Education students. In second grade, there are 57 regular education students. The student to teacher ratio is 19 to one. There are 19 second grade Special Education students. In third grade, there are 69 regular education students. The student to teacher ratio is 23 to one. There are 15 third grade Special Education students. In fourth grade, there are 54 regular education students. The student to teacher ratio is 27 to one. There are 30 fourth grade Special Education students. In fifth grade, there are 70 regular education students. The student to teacher ratio is 23.3 to one. There are 34 fifth grade Special Education students.

On the 2007 FCAT Reading administration, 35% of students scored Level 1 or Level 2. On the 2007 FCAT Mathematics administration, 40% of students scored Level 1 or Level 2. On the 2007 FCAT Science administration, 69% of fifth grade students scored Level 1 or Level 2. On the 2007 FCAT Writing administration, 18% of fourth grade students scored below the required 3.5 on the prompt. Tropical Elementary met 32 of the 33 required benchmarks for Adequate Yearly Progress (AYP). The one subgroup that did not meet AYP was the Economically Disadvantaged students who scored 54% at or above grade level in Mathematics. This subgroup missed the established goal by two percentage points.

The school employs 110 full time staff members and 28 part time staff members. The racial/ethnic profile of full time staff (total number in parenthesis) is 51.0% Hispanic (56), 34.0% White/Non-Hispanic (37), 14.0% Black (16), and 1.0% Asian/Indian/ Multiracial (1). The racial/ethnic profile of part time staff (total number in parenthesis) is 77% Hispanic (22), 17% White/Non-Hispanic (5), and 6% Black (2). The average years of teaching in the State of Florida is 11 years. There are 47 percent of teachers with either a Masters or Specialists Degree. There are three teachers that have received their National Board Certification. The school's Leadership Team consists of the Principal, Assistant Principal, Reading Leader, Reading Coach, UTD Steward, Media Specialist, Community Involvement Specialist, EESAC Chairperson, and Department Chairpersons. The school is able to find highly qualified teachers in a timely manner to fill any vacancies.

The school is proud of its inclusive practices that allow students with disabilities to be included in general education classes with the appropriate supports and services. The strength of the school is demonstrated in the commitment of teachers and staff to the education of both students with disabilities and general education students. While the large percentage of students in the Special Education (SPED) program presents a challenge in meeting the NCLB requirements, the school met those requirements for that particular subgroup for the 2006-2007 school year. By implementing the Reading First grant, the school is able to implement best practices throughout the curriculum.

The school level attendance for students is an area of great concern for the staff and community. The school consistently ranks in the lowest quartile of daily attendance among all elementary schools in the District. Over the past three years, the school has seen inconsistency with their average. During the 2004-2005 school year, the average daily attendance was 94.65%. This average dropped to 92.59% during the 2005-2006 school year. The 2006-2007 School Improvement Plan identified this as an area of focus and the average daily attendance rose to 94.17%. By continuing to address this area in the School Improvement Plan, the school hopes to make another large gain in average daily attendance.

For the 2006-2007 school year, the retention rate was 3.9% for students in grades Kindergarten through five.

Tropical Elementary incorporates a number of special programs at the school. The Gifted program provides an advanced curriculum for students who qualify for such courses. The curriculum focuses on the increase of student achievement through the acquisition of enhanced thinking and problem-solving skills; promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills; and promote the individual pursuit of special interests and development of academic talents. The Academic Excellence Program (AEP) is also offered at the school. AEP augments the elementary school curriculum for academically-talented



# School Improvement Plan 2007-2008



students. The program stresses the advanced academic skills of inquiry, analysis, synthesis, and evaluation that are necessary for scholarship in all subjects. The school also implements the Title I Schoolwide Program. The school receives special federal funding which will be used in addition to our regular State and local funding to improve the educational program for all students in our school. The Schoolwide Program plan for our school will enable us to provide intensive instruction in the areas of reading, writing, and mathematics. The school implements before and after school tutorials for identified students needing remedial instruction in the areas of reading, mathematics, writing, and science. During the school day, students requiring an intervention for reading use the Voyager and Read 180 programs.

The school currently has eight Dade Partners. There are numerous activities throughout the school year that Dade Partners assist in organizing. Whether it is the donation of time or food, the Dade Partners are crucial in ensuring participation from the community. The current Dade Partners are: Baptist Children's Hospital, Baptist Health of Miami, Fit Kids Corporation, Papa John's/South Miami Office, PESCO Plus, The New Hot Wheels Skating Center/Marca Enterprise, and Target Store #0968.

Tropical Elementary also has been awarded the Reading First grant. Reading First schools will ensure that instruction in grades K-3 in all schools is guided by the data collected from the required assessments. All teachers have been trained in the use of diagnostic and progress monitoring data to ensure that differentiated instructional strategies will be aligned with student reading needs.



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## ***School Foundation***

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### **Leadership:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.1 regarding those issues related to leadership. Among the seven leadership categories, the area which scored the lowest (3.8) was stakeholders being asked for their input. The leadership will improve in this area by sharing the organization's values to ensure faculty, staff, and community members are aware of the mission and vision of the school. Students and staff will be made familiar with the mission and vision statement, which will be visible throughout the school community. Through weekly learning communities meetings, the goals and objectives for school improvement will be reviewed and stakeholders will be asked for feedback and analysis.

### **District Strategic Planning Alignment:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.0 in the area of strategic planning. Data analysis is conducted with faculty, staff, and EESAC members prior to the development of the School Improvement Plan. The information obtained is used by all stakeholders to ensure the organization's plan is aligned with the strengths and weaknesses obtained from the data. Progress is monitored through monthly leadership team meetings, the schoolwide monthly assessments, and the District's interim student assessments.

### **Stakeholder Engagement:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.3 in the area of customer and market focus. A monthly school newsletter allows parents and the community to be involved in school activities. Events such as Career Week, Science Fair, Open House, Visit-Your-Child-at-School Day, and the ESE Week allow parents and the community to be active participants in the school. A Parent Resource Center has been established to provide parents with educational resources to assist their children. Both students and parents regard the curriculum provided is effectively preparing students to be functioning members of society.

### **Faculty & Staff:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.1 in the area of human resource focus. The school has developed strategies to insure that all staff have opportunities to contribute to the overall function of the school. Teachers new to the school and annual contract teachers are assigned mentor teachers. This enables them to transition effectively as new teachers to the school/profession. Annual contract teachers participate in professional growth teams with colleague teachers to provide assistance and aid retention. Annual teachers meet with colleague teachers during planning times for collaborative planning. Learning Communities meetings and grade level planning are integral means of obtaining input from teachers and staff.

### **Data/Information/Knowledge Management:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.1 in the area of human resource focus. The school has developed strategies to insure that all staff have opportunities to contribute to the overall function of the school. Teachers new to the school and annual contract teachers are assigned mentor teachers. This enables them to transition effectively as new teachers to the school/profession. Annual contract teachers participate in professional growth teams with colleague teachers to provide assistance and aid retention. Annual teachers meet with colleague teachers during planning times for collaborative planning. Learning Communities meetings and grade level planning are integral means of obtaining input from teachers and staff.

### **Education Design:**

According to the OPIS survey, the stakeholders gave the organization an average score of 4.1 in the area of human resource focus. The school has developed strategies to insure that all staff have opportunities to contribute to the overall function of the school. Teachers new to the school and annual contract teachers are assigned mentor teachers. This enables them to transition effectively as new teachers to the school/profession. Annual contract teachers participate in professional growth teams with colleague teachers to provide assistance and aid retention. Annual teachers meet with colleague teachers during planning times for collaborative planning. Learning Communities meetings and grade level planning are integral means of obtaining input from teachers and staff.



# School Improvement Plan 2007-2008



## **Performance Results:**

A review of the 2006-2007 attendance report indicated the average student attendance was 94.17. Students' absenteeism affects their academic achievement, since they miss opportunities to learn when they are not present.



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

A professional development facilitated by Leyda Caride, Regional Coordinator, Reading First Professional Development has been scheduled during the first nine week grading period. The session is directed at guiding teachers to match instruction to meet the different needs of learners in a given classroom. Teachers will be instructed in the organization of centers. The session provides preparation of various center activities incorporating the Sunshine State Standards.

### **Disaggregated Data :**

The FCAT Reading results for the students in the lowest quartile indicate that the interventions (Read 180, Voyager, Soar to Success) provided to those students were successful. In grades 3 through 5, 70 percent of the students in the lowest quartile made adequate yearly progress.

### **Informal and Formal Assessments:**

DIBELS  
Pre-, Mid-, and Post-Tests using released FCAT Sample Tests in Reading  
Pre-, Mid-, and Post-Tests from Scott Foresman Mathematics  
Pre-, Mid-, and Post-Tests from Scott Foresman Science  
Scholastic Reading Inventory for students participating in Read 180  
Pre-, Mid-, and Post-Tests from the FCAT Writing+ released tests

### **Alternative Instructional Delivery Methods :**

Before school tutoring will be provided for students in grades two through five in mathematics using FCAT enhancement materials (Measuring Up). For fifth grade students, science will also be provided using FCAT enhancement materials (Measuring Up).

After school tutoring will be provided for students in grade two through five in reading using FCAT enhancement materials (Measuring Up).

In addition to the interventions given during the school day to the Tier 1 and Tier 2 students, Read 180 will also be offered to Tier 1 and 2 students in grade three to accelerate student achievement. Read 180 will also be used as an enrichment tool for students in grades four and five.

Enrichment will be provided for students in three through five using the V-Math.



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Reading Statement**

All students will make sufficient annual learning gains to ensure mastery of the State standards in the area of Reading.

### **Needs Assessment**

An analysis of the data indicates that 65 percent of students in Grades 3 through 5 scored at Level 3 or above on the 2007 administration of the FCAT Reading test.

An analysis of the data indicates an increase in the number of Level 1 and Level 2 students from the previous year. However, 70% of the students in the lowest quartile made adequate progress. That is an 11% increase over the 2006 FCAT Reading test. The intensive intervention programs provided throughout the school year for the lowest quartile students facilitated these learning gains.

When analyzing the data from the 2007 FCAT and comparing it to the 2006 FCAT, Grade 3 students improved one percentage point in the area of Comparison. When making the same comparison for Grade 4 students, an improvement of five percentage points was noted in the cluster of Main Idea/Author's Purpose.

An analysis of the data indicates that all other clusters in Grades 3 through five either stayed the same or decreased.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given schoolwide instruction in reading using Sunshine State Standards, students in grades three through five will increase their reading comprehension skills as evidenced by at least 68 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ESE students with opportunities to be included in the general education classes to expose them to grade level curriculum.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) through data analysis meetings to develop action plan.	Classroom teachers, Reading Coaches, Paraprofessionals, Classroom Assistants, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide support through paraprofessionals for students in grades K through 5 deemed "high risk" by the DIBELS assessment through Voyager.	Classroom teachers, Reading Coaches, Paraprofessionals, Classroom Assistants	08/20/2007	06/05/2008	Other/ Not Applicable	6000
Implement daily phonetic and phonemic awareness, vocabulary, fluency, and comprehension activities through CRISS strategies and differentiated instruction for all students.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide students with computer-assisted instruction to include Read 180, FCAT Explorer, Lexia, and Accelerated Reader.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide enrichment geared to students scoring Level 3 or higher during the school day.	Classroom teachers, Media Specialist, Reading Leader, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide after-school tutoring using Measuring Up to students in grades 3 through 5, who scored at Level 1 or 2 on the 2007 FCAT.	Classroom Teachers, Reading Coach, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	8000

### Research-Based Programs

- \*Houghton Mifflin Core Reading Program
- \*CRRP
- \*Voyager
- \*Accelerated Reader
- \*Read 180

### Professional Development

- \*Houghton Mifflin
- \*PMRN Training
- \*FCAT Explorer
- \*Accelerated Reader
- \*Data analysis

### Evaluation



# School Improvement Plan 2007-2008



- \*2008 FCAT Reading Test
- \*DIBELS
- \*District Interim Assissments
- \*Houghton Mifflin Theme Tests
- \*STAR
- \*Grade 3 Alternative Assessment for Grade 3 Promotion
- \*Grade 3 Mid-Year Assessment for Grade 3 Promotion
- \*Grade 3 Reading Portfolio
- \*2008 Grade 1 and Grade 2 SAT-10
- \*DAR
- \*FLKRS
- \*NNAT

### Mathematics Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Mathematics Statement**

All students will make sufficient annual learning gains to ensure mastery of the State standards in the area of Mathematics.

**Needs Assessment**

An analysis of the data indicates that 60% of Grade 3 through 5 students scored a Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

An analysis of the data indicates an increase in the number of Level 1 and Level 2 students from the previous year. When analyzing the data from the 2007 FCAT and comparing it to the 2006 FCAT, Grade 4 and Grade 5 students improved in the areas of Number Sense and Geometry.

An analysis of the data indicates that all other clusters in Grades 3 through five either stayed the same or decreased.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given schoolwide instruction in Mathematics utilizing the Sunshine State Standards, students in grades three through five will increase their mathematical problem solving skills as evidenced by 62 percent of students scoring at or above Level 3 on the 2008 FCAT Mathematics Test.

Given schoolwide instruction in Mathematics utilizing the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematical problem solving skills as evidenced by 62 percent of students scoring at or above Level 3 on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement daily "Math Warm-up" activities to strengthen students' problem solving skills.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the CIM by identifying and providing tutoring to Economically Disadvantaged students using the Measuring Up during school to students who scored at Level 1 or 2 on the 2007 FCAT test.	Classroom teachers, Intervention Coordinator, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Follow the District's scope and sequence to ensure that number sense, geometry, algebraic thinking, data analysis and problem solving are being addressed across grade levels.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Infuse technology-based mathematics application programs for Title I students to include Riverdeep, FCAT Explorer, Pondering, Problems, and FASTMATH.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide professional development using highly-trained staff in FCAT Explorer, Riverdeep, and Focus.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide V-Math with hourly teachers for Level 3 students during the school day.	Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	8026
Organize grade-level "Mathemaniacs" competition to motivate students to be more independent in Mathematics.	Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide before-school tutoring for teacher recommended Grade 2 students using the Blast-off curriculum.	Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

- \*Scott Foresman Mathematics Core Program
- \*Voyager Math
- \*FCAT Explorer
- \*Riverdeep

### Professional Development

- \*FCAT Mathematics Test Item Specifications
- \*Pacing Guide Training
- \*FCAT Explorer

### Evaluation

- \*2008 FCAT Mathematics Test
- \*2008 SAT-10 Mathematics Test
- \*Scott Foresman Pre-, Mid-Year, Post-Test, and Chapter Tests
- \*District Interim Assessments



## Writing Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Writing Statement**

All students will be able to communicate effectively through writing. The number of fourth grade students scoring 3.5 or above on the FCAT Writing+ will increase.

### **Needs Assessment**

An analysis of the data indicates that 82% of Grade 4 students scored a 3.5 or higher on the 2007 FCAT Writing. Eighty percent of students scored 3.5 or higher on the expository writing prompt with a mean essay score of 3.6. Eighty-four percent of students scored a 3.5 or higher on the narrative writing prompt with a mean essay score of 3.8.

An analysis of the data indicates that Grade 4 students demonstrated strengths in both narrative and expository writing. Overall combined scores increased by 0.3 points on the 2007 FCAT Writing when compared to the 2006 FCAT Writing. Using the same comparison, there was a 0.1 increase on the expository prompt and a 0.7 increase on the narrative prompt.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instructional emphasis on the writing process, students will increase their writing skills as evidenced by 83 percent of fourth grade students scoring 3.5 or above on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with a variety of prompts to increase their writing skills in narrative and expository writing styles while implementing the Sunshine State Standards.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Enhance vocabulary development and encourage stronger writing skills by utilizing vocabulary charts, vocabulary maps, graphic organizers, and interactive word walls displayed in classrooms.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the writing process to include pre-writing, drafting, editing, revising, and publishing to improve the students' writing skills.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Develop research skills for intermediate students through library research lessons that will result in a research project.	Classroom Teachers, Reading Coaches, Media Specialist, Principal, Assistant Principal, After-School Care Manager	08/20/2007	06/05/2008	Other/ Not Applicable	0
Develop a "Pen Pal" program for fourth grade students with a partner school, while focusing on the writing process.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide lesson to students in Grades 2 through 5 in holistic scoring.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use the CIM to monitor and analyze students' writing portfolios that provide documentation of students' progress.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

\*Houghton Mifflin Core Language Arts Program

### Professional Development

- \*Houghton Mifflin Training
- \*Melissa Fornay's Race Around Florida Writing Workshop
- \*Writing Process Training

### Evaluation

- \*2008 FCAT Writing Test
- \*District FCAT Writing Pre and Post Tests
- \*2008 FCAT Writing Plus Test
- \*Schoolwide Monthly Prompts

## Science Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Science Statement

Students will acquire the knowledge, skills, and competencies needed to master state standards in the area of Science.

### Needs Assessment

An analysis of the data indicates 31% of fifth grade students achieved Level 3 or higher on the FCAT Science. A detailed analysis of the four clusters indicates the students scored highest on Physical/Chemical Science (50%) and Life/Environmental Science (50%). The areas of least proficiency were Earth/Space Science (47%) and Scientific Thinking (42%).

### Measurable Objective

Given schoolwide instruction in Science utilizing the Sunshine State Standards and hands-on science activities, students in grade five will increase their scientific process skills as evidenced by 56 percent of students scoring at or above Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the PITSCO Spectrum Laboratory to reinforce science concepts.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement the CIM and analyze the pre-, mid-, and post-test data from schoolwide assessment and use results to guide instruction.	Classroom teachers, Science Committee, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide professional development using highly-trained staff.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide Pre-Kindergarten students with opportunities and activities in Science such as: computer- assisted instruction utilizing the Science Waterford Program.	Pre-Kindergarten Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Involve students in hands-on science activities to enhance their understanding of the science process skills and Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental Sciences, and Scientific Thinking.	Classroom teachers, Science Committee, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide selected students in Grades 1 through 5 Science instruction through the Academic Excellence Program after school.	AEP Coordinator, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement "Celebrating Tropical's Scientists Week" with activities such as: guest speakers, Science Bowl (Grades 3 through 5), classroom hands-on Science experiments that will be shared within grade levels.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

- \*Scott Foresman Core Science Program
- \*Pitsco Science Laboratory

### Professional Development

- \*Scientific Method
- \*Pitsco Laboratory Implementation
- \*Pacing Guide Training

### Evaluation

- \*2008 FCAT Science Test
- \*District Edusoft Science Assessments
- \*Schoolwide Pre/Mid/Post-Test
- \*Scott Foresman Chapter/Unit Tests

## Parental Involvement Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Parental Involvement Statement**

Increase the number of parents who participate in school related activities and educational support.

### **Needs Assessment**

An analysis of the data indicates that 384 parents signed in at various school-site activities during the 2006-2007 school year. While Tropical Elementary offers several opportunities for parental participation, the non-academic activities (Spooky Night, Family Fun Fair) are well-attended. Tropical Elementary needs to increase parental involvement in academic outreach activities provided by the school and the Bilingual Parent Outreach Program.

### Measurable Objective

Given increased attention to communication with all stakeholders, parental involvement will increase by 10% in school-site activities during the 2007-2008 school year as evidenced by sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Family Literacy events such as: Doughnuts with Dad, Muffins with Mom, Goodies with Grandparents, and FCAT Night.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Support the School-to-Career Initiative by encouraging parents to participate in Career Day to promote the importance of academic learning in achieving success in the world of work. (National Standard for Parent/Family Involvement VI)	Classroom teachers, Reading Coaches, Counselor, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide a Parent Resource Room that allows parents to obtain materials that indicate grade level expectations, tips with home learning activities, and access to the Internet at the school site, while facilitated by the Community Involvement Specialist or volunteer teacher (A.M.).	Principal, Assistant Principal, Counselor, Community Involvement Specialist, Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Obtain the involvement of Dade Partners by having each grade level recruit and adopt one Dade Partner for the 2007-2008 school year.	Classroom teachers, Counselor, Reading Coaches, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide opportunities for parents to participate in activities that enhance student learning such as: Clown Day, Pajama Day, Thanksgiving Lunch, Literature Character Day, etc. (PTA Standard #3)	Classroom teachers, Reading Coaches, Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide incentives for students whose classrooms have 80% attendance at school-site activities (Open House, PTA meetings, Parent Workshops, etc.)	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	0
Facilitate the registration of The Parent Academy for all parents in the school through the Parent Resource Room and Community Involvement Specialist.	Community Involvement Specialist, Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	

### Research-Based Programs

- \*National PTA Standards for Parent and Family Involvement Programs
- \*Bilingual Parent Outreach Program
- \*Just Read Florida (Resources available in Parent Resource Room)

### Professional Development

- \*Community Involvement Specialist Support Training
- \*Conducting Good Parent-Teacher Conferences
- \*Answers to FCAT
- \*Effective Parenting

### Evaluation

- \*Title I Parental Involvement End of Year Reports
- \*Parent Sign-In Logs
- \*Volunteer Logs

## Discipline & Safety Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Discipline & Safety Statement**

The average daily attendance for the 2007-2008 school year will increase when compared to the previous school year.

### **Needs Assessment**

An analysis of the data indicates that Tropical Elementary exceeded its objective from the previous year. The school was able to raise its average daily attendance percentage from 92.59% to 94.17% (2006-2007 Objective was 94%). Research indicates that students with a high percentage of student attendance have higher achievement rates. Learning cannot take place if students are not in school.



### Measurable Objective

Given a variety of strategies and interventions, attendance will be 95 percent during the 2007-2008 school year as documented by the COGNOS Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the automated phone system to notify parents regarding absences.	Attendance Clerk, Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Send written notification home following three absences or tardies to schedule a conference with Counselor or Assistant Principal.	Classroom teachers, Counselor, Attendance Clerk, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Ensure proper implementation of District policies regarding the new Attendance Plan by reviewing the document at scheduled Attendance Committee meetings.	Assistant Principal, Counselor, Attendance Clerk	08/20/2007	06/05/2008	Other/ Not Applicable	0
Initiate contact with parents of students with five or more absences through home visits by the Community Involvement Specialist (CIS).	Classroom teachers, Counselor, Attendance Clerk, Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide incentives that recognize perfect monthly attendance for students and daily classroom attendance.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

N/A

### Professional Development

\*Review of New District Attendance Plan attendend Assistant Principal, Counselor, and Attendance Clerk.

### Evaluation

\*District's Percentage of Attendance Reports

## Technology Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Technology Statement**

The school will use the technology program to enhance student literacy.

### **Needs Assessment**

After reviewing the total points for Accelerated Reader during the 2006-2007 school year. The students totaled 3,688.3 points. There were also 313 students that used the system. While Tropical Elementary met their goal of 75 percent of students using the Accelerated Reader, the point total is an area of improvement the school would like to focus on.

For the 2006-2007 school year, the school was unable to provide professional development for Accelerated Reader for teachers and parents. This is an area the school will develop for the upcoming school year.

### Measurable Objective

Given instruction in the use of Accelerated Reader, students in grades one through five will improve their total points by five percent when compared to the 2006-2007 school year total points earned.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly access to the Computer Lab for all classes.	Principal, Assistant Principal, Media Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Use the CIM to monitor reports and student reading logs to encourage reading.	Classroom teachers, Principal, Assistant Principal, Media Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide training for instructional staff regarding use of Accelerated Reader and FCAT Explorer.	Principal, Assistant Principal, Media Specialist	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide training for parents in Accelerated Reader that allows parents to read reports and assist students with the completion of their assigned readings.	Teachers, Media Specialist, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	
Implement incentive program for students and teachers that reward individuals and classrooms that meet the established goal.	Teachers, Media Specialist, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

\*Accelerated Reader

### Professional Development

- \*Accelerated Reader Training for Teachers
- \*Accelerated Reader Training for Parents
- \*FCAT Explorer Refresher
- \*Use of Schoolwide Shared Directory
- \*Use of District/School E-mail

### Evaluation

- \*Accelerated Reader Student Reports
- \*Accelerated Reader Schoolwide Reports

## Health & Physical Fitness Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Health & Physical Fitness Statement**

Develop health-related fitness, physical competence, and cognitive understanding about physical activity, while increasing the percentage of students passing the FITNESSGRAM.

### **Needs Assessment**

An analysis of the data and information of the 2006-2007 school year indicates that 65% of students received Gold/Silver awards on the FITNESSGRAM test. The school will continue to work toward improving the percentage of students earning Gold/Silver awards on the FITNESSGRAM as proper diet and improved health is vital to overall academic success.

### Measurable Objective

Given instruction using the Sunshine State Standards, at least 70 percent of students who take the test will pass five out of six tested items on the 2008 FITNESSGRAM and receive gold/silver awards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide lessons to encourage understanding that physical fitness works in conjunction with proper nutrition.	Physical Education teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide exercises and games that focus on upper body and core (abdominal) strength.	Physical Education teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Participate in Jump Rope for Heart, Kids 5K, and district-sponsored activities that encourage fitness.	Physical Education teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide cardiovascular endurance activities to students during physical education with emphasis on the one-mile run.	Physical Education teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement "I Can Do It, You Can Do It" fitness test for Special Education students.	P.E. Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	
Develop and implement an after-school Health & Fitness class provided to students participating in After-School Care.	Teachers, After-School Care Manager, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

\*FITNESSGRAM

### Professional Development

\*FITNESSGRAM

### Evaluation

\*FITNESSGRAM Test

\*Meal Count Reports

## Electives & Special Areas Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Electives & Special Areas Statement**

Students will develop a greater awareness and appreciation for various cultures.

### ***Needs Assessment***

An analysis of the data and information for the 2006-2007 school year indicates that the school participated in 3 activities that highlight multicultural awareness. Those activities are well attended by parents and allow students to explore various cultures through music, food, dress, and research. In a global market, it is imperative for students to develop an appreciation for cultures outside of their own.

### Measurable Objective

Given exposure to a variety of multiculturally focused activities and strategies in Music, Art, and Spanish classes, the school will participate in 4 multicultural activities for the 2007 – 2008 school year as documented by agendas and calendars.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students in grades 3, 4, and 5 will participate in reading a variety of books on a variety of cultures in preparation for a report or presentation.	Media Specialist, Classroom Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Create awareness of Hispanic Heritage through music, food, attire, and research projects.	Multicultural Committee, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Implement a Multicultural Day to expose students to different cultures.	Multicultural Committe, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Participate in schoolwide Thanksgiving feast to expose students to the significance of the event and its inclusionary practice.	Classroom teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Students in grades 2, 3, 4, and 5 will participate in an Art class project related to the themes in the Houghton/Mifflin reading program that will provide opportunities for comparisons and contrasts with cultural diversity.	Art Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Participate in community-based, District sponsored events (Youth Fair, Theodore Gibson Oratorical Contest, Feria Ole) that highlight various cultures through essays, projects, etc.	Teachers, Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	

### Research-Based Programs

N/A

### Professional Development

N/A

### Evaluation

- \*Programs
- \*Agendas
- \*Student Work



## Return On Investment Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Return On Investment Statement**

Tropical Elementary School will rank at or above the 38th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in 2004-2005, Tropical Elementary ranked at the 33rd percentile on the State of Florida ROI index.

### Measurable Objective

Tropical Elementary School will improve its ranking on the State of Florida ROI index publication from the 33rd percentile in 2004-2005 to the 38th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training to faculty and staff on the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/14/2006	05/31/2007	Other/ Not Applicable	0
Set up system of collaboration with the district on resource allocation.	Principal, Assistant Principal	08/14/2006	05/31/2007	Other/ Not Applicable	0
Develop plan of action for reconfiguration of existing resources or investigation of a broader resource base.	Principal, Assistant Principal, EESAC	08/14/2006	05/31/2007	Other/ Not Applicable	0
Investigate shared use of facilities and partnering with community agencies.	Principal, Assistant Principal	08/14/2006	05/31/2007	Other/ Not Applicable	0
Analyze the difference in cost between basic students and students with programs 111 through 255.	Principal, Assistant Principal, EESAC, Leadership Team	08/14/2006	05/31/2007	Other/ Not Applicable	0

### Research-Based Programs

N/A

### Professional Development

Provide training to faculty and staff on the use of financial resources, district allocations, and existing resources.

### Evaluation

Utilizing the next State of Florida ROI index publication, Tropical Elementary School will show progress toward reaching the 38th percentile.

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

**Budget:**

EESAC recommends funds be used to hire hourly personnel to conduct the before/after-school tutoring programs.

**Training:**

The EESAC recommends teachers be provided with professional development to increase the progress of students not achieving performance standards.

**Instructional Materials:**

The EESAC recommends supplemental materials be purchased for tutoring programs.

**Technology:**

The EESAC recommends that all students be given access to the computer lab on a weekly basis.

**Staffing:**

The EESAC recommends that all highly-qualified staff be placed in open positions.

**Student Support Services:**

The EESAC recommends the continued use of the automated phone system to contact parents whose children are absent.

**Other Matters of Resource Allocation:**

The EESAC recommends funds be provided to assist students attending educational field trips.

**Benchmarking:**

The EESAC recommends continuous data analysis to guide instruction.

**School Safety & Discipline:**

The EESAC recommends the CIS conducts home visits for students with excessive absences/tardies.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	14000
Mathematics	8026
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>22026</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*