
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5521 - Tropical Elementary School

FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: YUBEDA MIAH

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Tropical Elementary School

Tropical Elementary School is located in a lower middle-income neighborhood of a largely Hispanic population in a vast metropolitan community. The racial/ethnic profile of the school is 87.4% Hispanic, 8.2% White/Non-Hispanic, 2.5% Black, and 1.9% Asian/Indian/ Multiracial. The school is 50 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. The school employs 110 full time staff members and 28 part time staff members.

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 83 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2007.

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 71 percent of students scoring at or above Level 3 on the 2007 FCAT Mathematics Test.

Given instructional emphasis on the writing process, students will increase their writing skills as evidenced by 79 percent of fourth grade students scoring 3.5 or above on the 2007 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 50 percent of students scoring at or above Level 3 on the 2007 FCAT Science Test.

Given increased emphasis on parent/community involvement and home-school collaboration to ensure student academic success, 25 parents will attend the Parent Academy as documented by sign-in sheets and agendas.

Given a variety of strategies and interventions, attendance will be 94 percent during the 2006-2007 school year as documented by the COGNOS Attendance Report.

Given instruction in the use of Accelerated Reader and FCAT Explorer, 75 percent of students in grades two through five will utilize the above programs as evidenced by class reports.

Given instruction using the Sunshine State Standards, at least 60 percent of students who take the test will pass five out of six tested items on the 2007 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 present 3 multicultural activities for the 2006 – 2007 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.

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.

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.

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.

School Demographics

Tropical Elementary School is located in a lower middle-income neighborhood of a largely Hispanic population in a vast metropolitan community. The racial/ethnic profile of the school is 87.4% Hispanic, 8.2% White/Non-Hispanic, 2.5% Black, and 1.9% Asian/Indian/ Multiracial. The school is 50 years old and houses 480 students in 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, Varying Exceptionalities, and Gifted.

The school employs 110 full time staff members and 28 part time staff members. The racial/ethnic profile of the staff is 50.0% Hispanic, 36.0% White/Non-Hispanic, 12.0% Black, and 2.0% Asian/Indian/ Multiracial. The average years of teaching in the State of Florida is 10 years. There are 41 percent of teachers with either a Masters or Specialists Degree. There are three teachers that have received their National Board Certification.

For the 2006 – 2007 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 2005 – 2006 school year. The school was recognized by the State Department of Education on its inclusive practices that allowed 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 the 2005-2006 school year. The school is committed to obtaining assistance from district and regional personnel in providing support to teachers to ensure improvement in student achievement.

School Foundation

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 3.9 on process management which includes the utilization of data to guide decision making affecting employees and the functioning of the school. The basis for strategic planning is data analysis that occurs on an ongoing basis to ensure that instruction and interventions are aligned with the needs of the students and employees. During weekly learning

community meetings, teachers utilize the data from the Student Performance Indicators (SPI), as well as data obtained from schoolwide monthly assessments, district and state assessments to plan for instruction.

Education Design:

According to the OPIS survey, the stake holders gave the organization an average score of 4.3 on Measurement, Analysis and Knowledge Management, indicating their response to the issues. The Continuous Improvement Model is utilized to focus all activities of the school with emphasis on student achievement. Families are an integral part of the model and are provided the assistance to help students through opportunities to participate in before/after-school care. Tutoring is also available before/after school and through Saturday Academy. Programs such as Academic Excellence and Future Educators of America provide students with additional learning opportunities.

The research-based School Improvement Model is the Plan-Do-Study-Act (PDSA). During grade-level planning, the administration and teachers align the Sunshine State Standards to the reading series.

Performance Results:

A review of the 2005-2006 attendance report indicated the average student attendance was 92.59. Students' absenteeism affects their academic achievement, since they miss opportunities to learn when they are not present.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

• Teacher Mentoring:

• School Advisory Council:

• Extended Learning Opportunities

• School Wide Improvement Model

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 1 STATEMENT:

Students will acquire the necessary skills in reading to meet the state's reading standards.

Needs Assessment

A review of the 2006 FCAT Reading Test results indicated that 81% of the students scored at Level 3 or higher. Specific area of weakness in Reading was Comparison and it will be addressed through interventions, tutorials, and small-group instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 83 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/31/2007	Inclusion	\$0.00
Continue the implementation of the Accelerated Reader Program, utilize the reading series, the maintenance of reading/writing portfolios, daily reading logs, and sustained silent reading, with a focus on improving students' reading performance.	Classroom teachers, Reading Coaches, Media Specialist, Paraprofessionals, Classroom Assistants, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) through weekly learning communities meetings to analyze data and develop plan of action.	Classroom teachers, Reading Coaches, Paraprofessionals, Classroom Assistants, Principal, Assistant Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Provide after-school tutoring using Voyager Extended Day to students in grades 3 through 5, who scored at Level 1 or 2 on the 2006 FCAT.	Classroom Teachers, Reading Coach, Principal, Assistant Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$8000.00
Provide in-class support through paraprofessionals for those students deemed "high risk" by the DIBELS assessment in Kindergarten through grade 3 through Voyager and Early Success.	Classroom teachers, Reading Coaches, Paraprofessionals, Classroom Assistants	08/14/2006	05/31/2007	District Strategic Plan	\$6000.00
Give teachers access to SPI so they can individualize instruction to meet the needs of their Level 1 and 2 (or lower performing students) while assessing their departmental action plans.	Principal, Assistant Principal, Classroom teachers, Reading Coaches	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Implement daily phonetic and phonemic awareness activities as well as vocabulary, word attack skills, fluency and comprehension activities through CRISS strategies for students in Kindergarten through grade 5 that are aligned with the Comprehensive Research-Based Reading	Classroom teachers, Reading Coaches, Principal, Assistant Principal	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Plan with emphasis on Comparison.					
Provide Title I students computer-assisted instruction to include Academy of Reading, Read 180, FCAT Explorer, and Lexia, as well as, after school tutoring to students in grades 3 through 5 who scored at level 1 or 2 on the 2006 FCAT test.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide after-school instruction geared toward those students scoring Level 3 or higher.	Classroom teachers, Media Specialist, Reading Leader, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used is the Houghton Mifflin Core Reading Program. Additionally, the research-based resources include Voyager, Accelerated Reader, Read 180, and Lexia technology-based reading programs.

Professional Development

Provide staff development for teachers not previously trained in CRISS strategies, FCAT Explorer, Lexia and Accelerated Reader. Teachers will also receive training in Read 180, data analysis, and implementation of the Houghton Mifflin Core Reading Program. Teachers who are participating in inclusion will be trained in inclusive practices that ensure students' success.

Evaluation

Evaluation will be based on the 2007 FCAT Reading Test, DIBELS, District Interim Assessments, and schoolwide monthly assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 2 STATEMENT:

Students will acquire the necessary skills in mathematics to meet the state's standards.

Needs Assessment

A review of the 2006 FCAT results indicates that students in Grade 5 need to increase their performance in number sense, geometry, algebraic thinking, data analysis and problem solving. Thirty-two percent of the students did not meet high performance standards according to the State requirements.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input 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 71 percent of students scoring at or above Level 3 on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement daily "Math Warm-up" activities to strengthen students' problem solving skills.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Conduct monthly consultation between LEP teachers and regular education teachers to focus on benchmarks and strategies that will be implemented.	Classroom teachers, LEP teachers	08/14/2006	05/31/2007	Dual Language Education	\$0.00
Implement the CIM by identifying and providing tutoring during and before school to students who scored at Level 1 or 2 on the 2006 FCAT test.	Classroom teachers, Intervention Coordinator, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide before-school tutoring using Blast-off and Measuring Up to students in Grades 3 through 5, who scored at Level 1 or 2 on the 2006 FCAT.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$8000.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Give teachers access to SPI so they can individualize instruction to meet the needs of their Level 1 and 2 (or lower performing students) while assessing their departmental action plans.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Infuse technology-based math application programs for Title I students to include Riverdeep, AlphaBetty, FCAT Explorer and supplemental materials such as Test Ready, FCAT Coach, Measuring Up, Blast Off, and V-Math.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$8290.00
Provide professional development using District and Regional personnel as well as	Principal, Assistant Principal, Classroom Teachers	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

provide access to the Professional Development catalog for teachers to use.	
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Research-Based Programs

The research-based program used is the Scott Foresman Mathematics Core Program and the research-based resources include Voyager Math, Riverdeep, Blast-off, and Measuring Up.

Professional Development

Teachers will participate in District, Regional and school-based professional development that addresses the mathematics benchmarks as well as best practices in mathematics including the infusion of technology in the curriculum. Teachers will be provided access to the Professional Development Catalog provided by the Office of Professional Development.

Evaluation

The evaluation will include District Interim Assessments, teacher-developed grade-level assessments, Scott Foresman Mathematics end of unit assessment, tutorial evaluations, and the 2007 FCAT Mathematics Test results.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 3 STATEMENT:

Students will improve their writing skills and meet state's standards.

Needs Assessment

A review of the 2006 FCAT Writing scores indicates that students performed better on the expository prompts than the narrative. Seventy-seven percent of fourth grade students scored at or above 3.5 on the 2006 FCAT Writing Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 79 percent of fourth grade students scoring 3.5 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Enhance vocabulary development and encourage stronger writing skills by utilizing vocabulary charts, introducing "Word of the Day", and word walls displayed in classrooms.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Utilize the Writing Wizards to encourage writing in a variety of styles and presentations.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Involve teachers in the CIM and provide staff development activities to teachers in holistic scoring.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Monitor and analyze students' writing portfolios that provide documentation of students' progress.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used is the Houghton Mifflin Core Reading Program.

Professional Development

Staff Development will include holistic scoring, the writing process and effective use of the reading series as it pertains to writing.

Evaluation

The evaluation will include district pre and posttests, schoolwide assessment and the results of the 2007 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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"/>

GOAL 4 STATEMENT:

Students will increase their understanding of the scientific process and meet the state's standards in Science.

Needs Assessment

The results of the 2006 FCAT Science Test show that 19% of students were scoring at Level 3 or above. Specific areas of weakness are Physical and Chemical Sciences, Earth and Space Sciences, Life and Environmental Sciences, and Scientific Thinking.

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 50 percent of students scoring at or above Level 3 on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Include guest speakers from a variety of science related fields in presentations to students.	Classroom teachers, Counselor	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Utilize the science laboratory activities to reinforce science concepts.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Utilize the internet as a means of providing multiple forms of reference to students for research and projects.	Classroom teachers, Media Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Implement the CIM and analyze the pre- and post-test data from schoolwide assessment and use results to guide instruction.	Classroom teachers, Science Committee, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Conduct the Annual Science Fair and require students in the intermediate grades to enter individual projects.	Classroom teachers, Science Committee, Principal, Assistant Principal, Science Fair Coordinator	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide professional development using District and Regional support personnel.	Principal, Assistant Principal, Reading Coach	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used is the Harcourt Core Science Program and Pittsco Science.

Professional Development

Professional development will include District in-services and on-site workshops in effective instructional strategies. The Professional Development Catalog will be made available for teachers to access.

Evaluation

The evaluation will include 2007 FCAT Science Test and the formative District Edusoft assessment from the Zone Schools.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 5 STATEMENT:

Improve the number of parents who participate in school related activities that enhance academic achievement.

Needs Assessment

After analyzing the data, 25 parents from Tropical Elementary will attend workshops or programs developed by the Parent Academy.

Measurable Objective

Given increased emphasis on parent/community involvement and home-school collaboration to ensure student academic success, 25 parents will attend the Parent Academy as documented by sign-in sheets and agendas.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Family Literacy Night that reinforces the need for parents to read with/to their children for at least thirty minutes each night.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Promote parent participation through monthly publication of a newsletter and calendar of events for the month, and encourage attendance at Title I parent meetings.	Classroom teachers, Reading Coaches, Counselor, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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.	Principal, Assistant Principal, Counselor, Community Involvement Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Obtain the involvement of Dade Partners, parents and community members as guest speakers and presenters during Career Week to expose students to different career choices.	Classroom teachers, Counselor, Reading Coaches, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide opportunities for parents to participate in activities that enhance student learning. (PTA Standard #3)	Classroom teachers, Reading Coaches, Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The Family Literacy/ Math Night is based on Family Literacy Night reported by Johns Hopkins University and endorsed by the National PTA Standards for Parent and Family Involvement Programs.

Professional Development

District and school level inservices in strategies that promote effective parental involvement to increase student achievement. The Community Involvement Specialist attends professional development workshops sponsored by Title I that provide strategies and skills to improve parental involvement.

Evaluation

Evaluation of the strategies will include sign-in sheets and agendas for the Parent Academy.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 6 STATEMENT:

We will reduce the amount of daily absences and tardies.

Needs Assessment

During the 2005 – 2006 school year, the daily average of students present at school was 92.59 percent. 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 94 percent during the 2006-2007 school year as documented by the COGNOS Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the automated phone system to notify parents regarding absences.	Attendance Clerk, Community Involvement Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Ensure proper implementation of district policies regarding the Truancy Intervention Program (TIP).	Assistant Principal, Counselor, Attendance Clerk	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Contact parents of students who are tardy three days or more to encourage attendance.	Classroom Teachers, Attendance Clerk	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Initiate contact with parents of students with five or more tardies and/or absences through home visits by the Community Involvement Specialist (CIS).	Classroom teachers, Counselor, Attendance Clerk, Principal, Assistant Principal, Community Involvement Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Implement and monitor the attendance plan that was developed by the Attendance Committee.	Principal, Assistant Principal, Counselor, Community Involvement Specialist, Attendance Committee	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The Assistant Principal, Counselor, and Attendance Clerk will attend the workshop for TIP.

Evaluation

The District's Percentage of Attendance Reports will serve as the evaluation measures for absences.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 7 STATEMENT:

Prepare students and staff to utilize technology in the teaching/learning process.

Needs Assessment

During the 2005-2006 school year, 65 percent of students used the Accelerated Reader and FCAT Explorer programs. As a result, the school's grade went up from a "C" to an "A".

Measurable Objective

Given instruction in the use of Accelerated Reader and FCAT Explorer, 75 percent of students in grades two through five will utilize the above programs as evidenced by class reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide weekly access to the Computer Lab for all classes.	Principal, Assistant Principal, Media Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide parents information on accessing programs from home.	Principal, Counselor, Community Involvement Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Develop a Technical Support Team to provide schoolsite support.	Principal, Assistant Principal, Media Specialist, Computer Lab Specialist, Microsystems Technician	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Monitor reports and student reading logs to encourage reading.	Classroom teachers, Principal, Assistant Principal, Media Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide training for instructional staff regarding use of Accelerated Reader and FCAT Explorer.	Principal, Assistant Principal, Media Specialist	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

District and school site trainings will take place to ensure instructional staff and the Technical Support Team are prepared for implementation.

Evaluation

The reports for Accelerated Reader and FCAT Explorer will be used as the evaluation tool.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 8 STATEMENT:

Develop health-related fitness, physical competence, and cognitive understanding about physical activity.

Needs Assessment

Based on the 2005 – 2006 data from the FITNESSGRAM, 56 percent of the students tested met the minimum health-related standards and received gold/silver awards. The need is in the area of the one-mile run.

Measurable Objective

Given instruction using the Sunshine State Standards, at least 60 percent of students who take the test will pass five out of six tested items on the 2007 FITNESSGRAM and receive gold/silver awards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide lessons to encourage understanding that physical fitness works in conjunction with proper nutrition.	Physical Education teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide exercises and games that focus on upper body and core (abdominal) strength.	Physical Education teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Participate in Jump Rope for Heart and district-sponsored activities that encourage fitness.	Physical Education teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Provide cardiovascular endurance activities to students during physical education with emphasis on the one-mile run.	Physical Education teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Physical education teachers will participate in District sponsored workshops on FITNESSGRAM.

Evaluation

The FITNESSGRAM is the evaluation tool used to measure the students' physical/health progress by comparing pre- and post-test scores.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 9 STATEMENT:

Students will develop a greater awareness of multicultural exposure.

Needs Assessment

During the 2005-2006 school year, the school celebrated various cultures through two schoolwide activities. Students need to be aware of cultures that differ from their own.

Measurable Objective

Given exposure to a variety of multiculturally focused activities and strategies in Music, Art, and Spanish classes, the school will present 3 multicultural activities for the 2006 – 2007 school year as documented by agendas and calendars.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Create awareness of Hispanic Heritage through music, food, and attire.	Multicultural Committee, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Implement a Multicultural Day to expose students to different cultures.	Multicultural Committee, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
Participate in schoolwide Thanksgiving feast to expose students to the significance of the event.	Classroom teachers, Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	08/14/2006	05/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Instructional personnel will participate in District-sponsored workshops.

Evaluation

Through agenda, programs, and scrapbooks, the school will document the activities taking place.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 10 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	District Strategic Plan	\$0.00
Set up system of collaboration with the district on resource allocation.	Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
Investigate shared use of facilities and partnering with community agencies.	Principal, Assistant Principal	08/14/2006	05/31/2007	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$14,000.00
Goal 2: Mathematics	\$16,290.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$30,290.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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