
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5521 - Tropical Elementary School

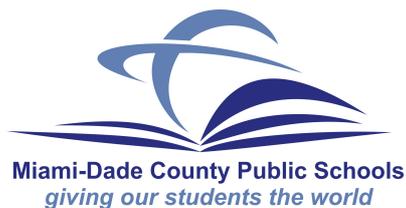
FeederPattern: Southwest Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: VIOLA IRONS

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 87.1% Hispanic, 8.1% White/Non-Hispanic, 2.5% Black, and 2.3% Asian/Indian/ Multiracial. The school is 49 years old and houses 531 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 118 full time staff members and 27 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 69 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2006.

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 55 percent of students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematical problem solving skills as evidenced by a 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Limited English Proficient (LEP) students will increase their mathematical problem solving skills as evidenced by a 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Hispanic students will increase their mathematical problem solving skills as evidenced by 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, economically disadvantaged students will increase their mathematical problem solving skills as evidenced by 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructional emphasis on the writing process, students will increase their writing skills as evidenced by 82 percent of fourth grade students scoring 4.0 or above on the 2006 FCAT Writing Plus Test when compared to the 2005 Test.

Given schoolwide instruction in Science utilizing the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science process skills as evidenced by 5th grade

students scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Given increased emphasis on parent/community involvement and home-school collaboration to ensure student academic success, there will be an increase of 10 percent in the number of parents participating in Family Literacy Night, when compared to the 2004 - 2005 documentation.

Given a variety of strategies and interventions, 96 percent of students will report to school on time, when compared to the 2004 – 2005 Tardy Log.

Given instruction in the use of Accelerated Reader and FCAT Explorer, 70 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 45 percent of students who take the test will attain their optimal level of fitness by passing five out of six tested items on the 2006 FITNESSGRAM.

Given exposure to a variety of multiculturally focused activities and strategies in special area classes, the school will present 3 multicultural activities for the 2005 – 2006 school year.

Tropical Elementary School will improve its ranking on the State of Florida ROI index publication from the 31st percentile in 2003 to the 36th 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 87.1% Hispanic, 8.1% White/Non-Hispanic, 2.5% Black, and 2.3% Asian/Indian/ Multiracial. The school is 49 years old and houses 531 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 118 full time staff members and 27 part time staff members. The average years of teaching in the State of Florida is 10 years with less than 5 percent beginning teachers. There are 41 percent of teachers with either a Masters or Specialists Degree.

For the 2005 – 2006 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 2004 – 2005 school year. The school has been awarded the All Students All Schools inclusion grant that provided in-class support for included ESE students. The school was also 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. The large percentage of students in the exceptional student program presents a challenge in meeting the NCLB requirements. The school is committed to obtaining assistance from district and regional personnel in providing support to teachers to ensure improvement in the mathematic achievement levels of students.

School Foundation

Leadership:

According to the OPIS survey, the stakeholders gave the organization an average score of 3.4 regarding what they think on issues. The leadership will improve in this areas 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 actions will be taken to ensure goals and objectives are met. Faculty and staff will be encouraged to participate in professional development activities that will advance their career and enhance student progress.

District Strategic Planning Alignment:

According to the OPIS survey, the stakeholders gave the organization an average score of 3.7 indicating their response to the issues. 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 and the district interim student assessments.

Stakeholder Engagement:

According to the OPIS survey, the stake holders gave the organization an average score of 4.2 indicating their response to the issues. 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. Both students and parents regard the curriculum provided is effectively preparing students to be functioning members of society.

Faculty & Staff:

The OPIS survey did not directly address this topic, however the school 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 stake holders gave the organization an average score of 3.8 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. Teachers also utilize the Student Performance Indicators (SPI), as well as data obtained from district and state assessments during weekly

learning community meetings and plan for instruction.

Education Design:

According to the OPIS survey, the stake holders gave the organization an average score of 4.2 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 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 2004-2005 attendance report indicated the average student attendance was 96.20. Students' daily tardy average was at 25 tardies. Students' absences and tardies affect their academic achievement, since they miss opportunities to learn when they are late or absent.

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 2005 FCAT Reading Test results indicated that 32% of the students were working below performance standards. Specific areas of weakness in Reading were main idea/purpose, words/phrases, reference and research.

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"/>											

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 69 percent of students performing at Level 3 or above on the Florida Comprehensive Assessment Test (FCAT) in Reading administered in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement daily phonetic and phonemic awareness activities as well as vocabulary, word attack skills, fluency and comprehension activities for students in Kindergarten through grade 5 that are aligned with the Comprehensive Research-Based Reading Plan.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Provide 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 2005 FCAT test.	Classroom teachers, Reading Coaches, Principal, Assistant Principal	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan (AIP) process to 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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Provide in-class support 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	08/08/2005	05/24/2006

Research-Based Programs

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

Professional Development

Provide staff development for teachers not previously trained in Academy of Reading, 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 2006 FCAT Reading Test.

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.)

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<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 2005 FCAT results indicates that students need to increase their performance in number sense, geometry, algebraic thinking, data analysis and problem solving. Forty six 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 55 percent of students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematical problem solving skills as evidenced by a 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Limited English Proficient (LEP) students will increase their mathematical problem solving skills as evidenced by a 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, Hispanic students will increase their mathematical problem solving skills as evidenced by 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Given instructions in Mathematics utilizing the Sunshine State Standards, economically disadvantaged students will increase their mathematical problem solving skills as evidenced by 50 percent of students achieving Level 3 and above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a scope and sequence to ensure that the same benchmarks are being addressed across grade levels.	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Implement daily "Math Warm-up" activities to strengthen students' problem solving skills.	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Infuse technology-based math application programs to include Riverdeep, AlphaBetty, FCAT Explorer and supplemental materials such as Test Ready, FCAT Coach, Measuring Up, and Blast Off.	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Conduct monthly consultation between LEP teachers and regular education teachers to focus on benchmarks and strategies that will be implemented.	Classroom teachers, LEP teachers	08/08/2005	05/24/2006
Provide opportunities for SWD to participate with their general education peers during classroom instruction. Utilize computer-assisted instruction in mathematics that addresses students' areas of	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006

difficulty.			
Implement the CIM by identifying and providing tutoring during and before school to students who scored at Level 1 or 2 on the 2005 FCAT test and the LEP, Hispanic and economically disadvantaged subgroups, while providing ongoing monitoring and assessment.	Classroom teachers, Intervention Coordinator, Principal, Assistant Principal	08/08/2005	05/24/2006
Give teachers access to SPI so they can utilize the AIP process to 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	08/08/2005	05/24/2006

Research-Based Programs

The research-based program used is the Scott Foresman Mathematics Core Program and the research-based resources include 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.

Evaluation

The evaluation will include District Interim Assessments, teacher-developed grade-level assessments, Scott Foresman Mathematics end of unit assessment, and the 2006 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 2005 FCAT Writing scores indicates that students performed better on the narrative prompts than the expository. Twenty-three percent of fourth grade students scored below 3.5 on the 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"/>											

Measurable Objective

Given instructional emphasis on the writing process, students will increase their writing skills as evidenced by 82 percent of fourth grade students scoring 4.0 or above on the 2006 FCAT Writing Plus Test when compared to the 2005 Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Utilize the Writing Wizards to encourage writing in a variety of styles and presentations.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/08/2005	05/24/2006
Involve teachers in the CIM and provide staff development activities to teachers in holistic scoring.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/08/2005	05/24/2006
Monitor and analyze students' writing portfolios that provide documentation of students' progress.	Classroom Teachers, Reading Coaches, Principal, Assistant Principal	08/08/2005	05/24/2006

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 2006 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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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 2005 FCAT Science Test show that Physical/Chemical Science are areas of weaknesses that need to be addressed to improve student performance. A review of the 2005 pre and post site-authored science tests indicate that students in grades three through five demonstrated an average of 18 percentage points increase when compared to the 2005 pre and post test data.

Measurable Objective

Given schoolwide instruction in Science utilizing the Sunshine State Standards and hands-on science activities, students will increase their knowledge of science process skills as evidenced by 5th grade students scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	08/08/2005	05/24/2006
Include guest speakers from a variety of science related fields in presentations to students.	Classroom teachers, Counselor	08/08/2005	05/24/2006
Involve students in hands-on science activities to enhance their understanding of the science process skills.	Classroom teachers, Science Committee, Principal, Assistant Principal	08/08/2005	05/24/2006
Utilize the science laboratory activities to reinforce science concepts.	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Utilize the internet as a means of providing multiple forms of reference to students for research and projects.	Classroom teachers, Media Specialist	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006

Research-Based Programs

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

Professional Development

Professional development will include District in-services and on-site workshops in effective instructional strategies.

Evaluation

The evaluation will include 2006 FCAT Science Test and pre and post test results for site-authored schoolwide assessment.

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.)

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<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, the activity that was least attended by the parents was Family Literacy Night. During the 2004 – 2005 school year, less than 5 percent of the parents participated in this activity.

Measurable Objective

Given increased emphasis on parent/community involvement and home-school collaboration to ensure student academic success, there will be an increase of 10 percent in the number of parents participating in Family Literacy Night, when compared to the 2004 - 2005 documentation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Provide opportunities for parents to participate in activities that enhance student learning.	Classroom teachers, Reading Coaches, Principal, Assistant Principal, Community Involvement Specialist	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006

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 Family Literacy Night, monthly newsletter, and sign-in logs compared to the previous year's logs.

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 2004 – 2005 school year, the daily average of tardies was 94.5 percent. Learning cannot take place if students are not in school.

Measurable Objective

Given a variety of strategies and interventions, 96 percent of students will report to school on time, when compared to the 2004 – 2005 Tardy Log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	08/08/2005	05/24/2006
Use the automated phone system to notify parents regarding absences.	Attendance Clerk, Community Involvement Specialist	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
Ensure proper implementation of district policies regarding the Truancy Intervention Program (TIP).	Assistant Principal, Counselor, Attendance Clerk	08/08/2005	05/24/2006
Contact parents of students who are tardy three days or more to encourage attendance.	Classroom Teachers, Attendance Clerk	08/08/2005	05/24/2006

Research-Based Programs

N/A

Professional Development

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

Evaluation

The Tropical Elementary School Tardy Reports will serve as the evaluation measures for tardies.

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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GOAL 7 STATEMENT:

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

Needs Assessment

Students and staff need to improve their ability to infuse technology in the teaching/learning process.

Measurable Objective

Given instruction in the use of Accelerated Reader and FCAT Explorer, 70 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	
		START	END
Provide training for instructional staff regarding use of Accelerated Reader and FCAT Explorer.	Principal, Assistant Principal, Media Specialist	08/08/2005	05/24/2006
Provide weekly access to the Computer Lab for all classes.	Principal, Assistant Principal, Media Specialist	08/08/2005	05/24/2006
Provide parents information on accessing programs from home.	Principal, Counselor, Community Involvement Specialist	08/08/2005	05/24/2006
Develop a Technical Support Team to provide schoolsite support.	Principal, Assistant Principal, Media Specialist, Computer Lab Specialist, Microsystems Technician	08/08/2005	05/24/2006
Monitor reports and student reading logs to encourage reading.	Classroom teachers, Principal, Assistant Principal, Media Specialist	08/08/2005	05/24/2006

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 2004 – 2005 data from the FITNESSGRAM, only 33 percent of the students tested met the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards, at least 45 percent of students who take the test will attain their optimal level of fitness by passing five out of six tested items on the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide cardiovascular endurance activities to students during physical education.	Physical Education teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Provide lessons to encourage understanding that physical fitness works in conjunction with proper nutrition.	Physical Education teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Provide exercises and games that focus on upper body and core (abdominal) strength.	Physical Education teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
Participate in Jump Rope for Heart and district-sponsored activities that encourage fitness.	Physical Education teachers, Principal, Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

N/A

Professional Development

Physical education teachers will participate in District sponsored on 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.)

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GOAL 9 STATEMENT:

Students will develop a greater awareness of multicultural exposure.

Needs Assessment

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 special area classes, the school will present 3 multicultural activities for the 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	08/08/2005	05/24/2006
Create awareness of Hispanic Heritage through music, food, and attire.	Multicultural Committee, Principal, Assistant Principal	08/08/2005	05/24/2006
Implement a Multicultural Day to expose students to different cultures.	Multicultural Committee, Principal, Assistant Principal	08/08/2005	05/24/2006
Participate in schoolwide Thanksgiving feast to expose students to the significance of the event.	Classroom teachers, Principal, Assistant Principal	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006

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.)

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<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 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 90th 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 2003, Tropical Elementary ranked at the 31st 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 31st percentile in 2003 to the 36th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training to faculty and staff on the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/08/2005	05/24/2006
Set up system of collaboration with the district on resource allocation.	Principal, Assistant Principal	08/08/2005	05/24/2006
Develop plan of action for reconfiguration of existing resources or investigation of a broader resource base.	Principal, Assistant Principal, EESAC	08/08/2005	05/24/2006
Investigate shared use of facilities and partnering with community agencies.	Principal, Assistant Principal	08/08/2005	05/24/2006
Analyze the difference in cost between basic students and students with programs 111 through 255.	Principal, Assistant Principal, EESAC, Leadership Team	08/08/2005	05/24/2006

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 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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.

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