Dr. Manuel C. Barreiro Elementary School

2016-17 Schoolwide Improvement Plan

Dr. Manuel C. Barreiro Elementary School

5125 SW 162ND AVE, Miami, FL 33185

http://mcbe.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dr. Manuel C. Barreiro Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Dr. Manuel C. Barreiro Elementary School is to develop motivated children to believe they will excel.

b. Provide the school's vision statement.

Dr. Manuel C. Barreiro Elementary School's vision is "to develop productive, globally-minded citizens, who will have an impact on our environment and who will be prepared to enter an ever-changing, interconnected world." The instructional and organizational priorities focus on the needs of students and preparing them for the world.

2. School Environment

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

Dr. Manuel C. Barreiro Elementary School learns about students' cultures in a variety of ways which include initial contact with parents as they register their children at the school for the first time, teacher surveys provided at the beginning of the school year or when the students first come to their class, and through formal and informal meetings scheduled to discuss student progress at the school. Teachers encourage their students to take pride in their cultural backgrounds as demonstrated through opportunities to discuss Hispanic Heritage beginning in September and discussing cultures from around the world. Due to our large Hispanic population, our students are able to dress in their native outfits for a school parade, share information on currencies, foods, and geographical facts; while providing historical facts about their individual cultures. The teachers and staff members unite with our students and their families to embrace the diverse cultures and their unique traditions.

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

Dr. Manuel C. Barreiro Elementary creates an environment where students feel safe and respected before, during and after school by providing active and visible supervisory posts in key locations throughout the building to ensure the safety of all students at the site at all times. From the moment students walk into the building, enter the cafeteria for breakfast and/or leave that area escorted by a teacher, there is a sense of safety and belonging that supports learning and a sense of belonging to each and every student. The school not only provides adult supervision every moment of the day through full time and part time security monitors that greet visitors at the main entrance of the building, but also allows students to play an active role in the safety of the school by means of the Safety Patrol comprised of fifth grade students. During after school, all students that participate in the After School Care Program are supervised by our After School Care Leaders who ensure their safety until they leave school grounds. Our students feel safe and respected and reciprocate their respect toward the adults that are charged with their care.

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

Dr. Manuel C. Barreiro Elementary School teachers are provided a review of the district's Code of Student Conduct at the Opening of Schools meeting and students are presented with the district's Code of Student Conduct policies throughout the first week of school in a variety of formats that are age appropriate. The school counselor, teachers and administration apprise all students of the expectations at the school. There are rewards for appropriate behaviors as well as consequences are for violations of the school rules. Each classroom teacher has his/her classroom discipline plan to be adhered to. Behaviors that distract students from instructional time are addressed immediately in the classroom and if not remediated at that time, students can be referred to school counselor and/or administration and parents are contacted. Individual teachers utilize several different modes for attaining positive behaviors in their class, that provide visual cues, throughout the building to best support positive behaviors demonstrated by students. Other teachers utilize Remind, Class Dojo and/or class websites to maintain communication with parents while others use more traditional methods such as emails, phone calls, and school agendas to keep parents informed of student behaviors and events taking place in the classroom as well as throughout the school.

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

Dr. Manuel C. Barreiro Elementary School ensures the social-emotional needs of all students are being met by providing students identified in need in this area opportunities to meet with the school counselor and social worker as needed, meeting with the parents/guardians of these students to understand the family needs if applicable and provide strategies that both the school and the family can undertake to ensure the child is evolving appropriately in all aspects from his/her education to his/her social and emotional needs. The identified Lowest 25% based on formal assessments, and students displaying emotional deficiencies are able to participate in one-on-one counseling where other teachers provide support by providing a sustained relationship that provides emotional support, guidance, and assistance to the child's individual needs. If necessary, the school's support services can also provide outside agency information to help support the needs of the student.

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

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

Dr. Manuel C. Barreiro Elementary strives to reduce the percentage of students missing instructional time due to attendance and/or suspension, to provide meaningful intervention for students in need of additional academic assistance and to reduce incidents leading to Code of Student Conduct infractions and/or
opportunities for intervention. Dr. Manuel C. Barreiro Elementary provides families with healthcare options in order to reduce the number of student absences/tardies. We strive to provide parents reinforcement and guidelines of attendance policies through Connect-Ed, school website and parent meetings with teachers, our school counselor and social worker. Students who may be developing a pattern of non-attendance (10 or more
absences or tardies) are identified through COGNOS Attendance Reports and referred for intervention services. Students are provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives. Information is offered to parents on the availability of Florida Kidcare. Wonderworks intervention is provided to students in need of additional academic assistance. Students needing assistance are identified through the use of formal and informal assessments. Grade level and leadership team meetings are used to identify students in need of intervention and are closely progress monitored to ensure academic achievement.

At Dr. Manuel C. Barreiro Elementary, we will offer a variety of supplemental assistance to include iReady, ReflexMath, Imagine Learning, My On Reader and Florida Ready to assist teachers in closing learning gaps for students. Classroom discipline plans and procedures are reviewed with students in order to ensure school safety and reduce the number of code of student conduct infractions. A school-wide Discipline Committee assists in developing incentives for student's positive behavior. Students are provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences are held to discuss strategies for appropriate behavior and counseling sessions are offered for students/classes that continue to have Code of Student Conduct infractions. Our Media Specialist provides students with Value Matters Education initiatives via morning announcements.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	6	8	6	8	8	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	3	2	3	6	14	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	9	12	20	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Wonderworks intervention is provided to students in need of additional academic assistance. Students needing assistance are identified through the use of formal and informal assessments. Grade level and leadership team meetings are used to identify students in need of intervention and are closely monitored to ensure academic achievement. At Dr. Manuel C. Barreiro Elementary, we will offer a variety of supplemental assistance to include iReady, ReflexMath, My On Reader and Florida Ready workbooks to assist in closing learning gaps for students.Students that opportunity to review and/or practice reading skills needed for full comprehension of text. Students who may be developing a pattern of non-attendance (10 or more
absences or tardies) are identified through COGNOS Attendance Reports and referred for intervention services. Students are provided with a myriad of strategies and incentives to motivate school attendance through daily morning announcement activities and monthly incentives.Students are provided reminders of safety rules during transitional times and lunch time via visual and/or oral cues. When needed, parent conferences are held to discuss strategies for appropriate behavior and counseling sessions are offered for students/classes that continue to have Code of Student Conduct infractions. Our Media Specialist provides students with Character Education initiatives via morning announcements.

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

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

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

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our goal for the 2016-2017 school year is to increase the percentage of parents participating in school wide activities by providing workshops/meetings/school mailings in native languages so that parents can assist students at home and participate in school activities. Our School Parent Teacher Organization (PTO) along with the staff of Dr. Manuel C. Barreiro Elementary works cohesively to build positive collaboration between school and home. Throughout the school year, Dr. Manuel C. Barreiro Elementary hosts a myriad for activities that parents and community members have the opportunity to attend and contribute to such positive relationships. Dr. Manuel C. Barreiro Elementary has designed various links on the school's webpage and various social media to keep parents abreast of important and upcoming events that are sent home through the students agendas, school calendar and the use of Connect-ED. Parents are always welcome at Dr. Manuel C. Barreiro Elementary. We have staff members available daily to assist parents with the use of the parent portal. The PTO purchased a school app to ensure that we effectively communicate with parents at all times.

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

Parental and community involvement and communication are evident throughout the school. At Dr. Manuel C. Barreiro Elementary, the School Advisory Council (SAC), forms an integral part of the community-oriented environment, addressing the School Improvement Plan, and supporting the instructional programs with the annual SAC funds. The Parent Teacher Organization (PTO) is enthusiastic, motivating students, parents, teachers, and other community members to participate in meetings and various events. All of the programs and support systems available at Dr. Manuel C. Barreiro Elementary help to foster a learning environment where the school's vision and mission are practiced and put into practice daily. Staff, parents and community members actively participate in school and community fundraisers to assist in purchasing various supplemental programs for our students. These programs include ReflexMath, Florida Ready, and computers for an additional computer lab. Dr. Manuel C. Barreiro Elementary has a high percentage of the Hispanic population and have opportunity to work with Univision 23 to support our students Hispanic cultures through the Club de Libros. A program in which our hispanic students are able to participate in a live performance of classical story.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Correa, Maritza	Principal
Ares, Isel	Assistant Principal
Gordon, Geraldine	Teacher, K-12
Hernandez, Natalie	Teacher, K-12
Suarez, Saybel	Teacher, K-12
Pascual, Brandi	Teacher, K-12
Delatorre, Lorna	Teacher, K-12
Schwartz, Gilat	Instructional Media
Passmore, Celethia	Assistant Principal
Garcia, Judy	Teacher, K-12
Ley, Jeannile	Teacher, K-12
Mejia, Delilah	Teacher, K-12

b. Duties

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

Dr. Manuel C. Barreiro Elementary School's School Leadership Team will consist of the Principal, Assistant Principal, counselor, grade-level chairpersons, English Language Learner teacher and school psychologist. Principal and Assistant Principal ensure the vision and mission is aligned with school and district initiatives, set the purpose for the use of data to make decisions regarding School maintain stakeholders informed of current implementation plans as well as providing documentation that support progress toward goals, monitor the fidelity of interventions implemented by the school-based team and provide ongoing staff development based on data trends compiled from student performance indicators.

Grade level chairpersons share information with teams based on student performance data compiled from their respective grade levels, report on core curriculum practices as well as efficiency of interventions and communicate with grade level colleagues.

School Leadership team and Literacy Leadership Team members assist in the data collection, provides vital information about curriculum, models lessons for teachers in areas of Reading, provides professional development related to reading strategies, and assists with the design and implementation for progress monitoring of students considered "at risk".

English Language Learner Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers
through such activities as co -teaching.

Special Education Teachers participate in student data collection, integrate core instructional activities/materials and collaborate with general education teachers through such activities as co-teaching and consultation.

Student Services Team provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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

The School Leadership team meets on a monthly basis to monitor the progress of students, review assessment data and progress monitoring data at the grade level and classroom level. The School Leadership Team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk; will assess the need for professional development to enhance instruction that targets specific deficient benchmarks and provide technical assistance and support for the progress of RTI implementation. The School Leadership Team will provide a forum for input from the staff regarding instructional approaches and solutions to teaching challenges.

*Title III - Dr. Manuel C. Barreiro Elementary School uses funds for the Title III grants available this year to supplement and enhance the programs for English Language Learners. Early Bird tutorial opportunities will be offered to the active English Language Learners in 3-5.

*Title X- Homeless - The Homeless Education Program assists Dr. Manuel C. Barreiro Elementary School with the identification, enrollment, attendance and transportation of homeless students. This service will be provided upon identification and classification of students as homeless.

*Nutrition Programs - Dr. Manuel C. Barrerio Elementary Schools adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Food service programs follow the Healthy Food and Beverage guidelines as adopted by the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maritza Correa	Principal
Judith Garcia	Education Support Employee
Alissa Avila	Teacher
Ivette Aparicio	Teacher
Jeannile Ley	Teacher
Dulce Castro	Education Support Employee
Vanessa Aguilar	Teacher
Madison Ley	Student
Aline Rodriguez	Teacher
Diannette Alfonso	Parent
Edgar Hernandez	Parent
Cesar Caram	Parent
G. Viera	Business/Community
Zahary Escandon	Parent
Emma Boue-Varela	Student
Priscilla Mendez	Education Support Employee
Gilat Schwartz	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Dr. Manuel C. Barreiro Elementary School's School Advisory Council (SAC), forms an integral part of the community-oriented environment, addressing the School Improvement Plan, and supporting the instructional programs with the annual SAC funds. The School Improvement Plan is reviewed at SAC meetings to ensure that strategies are being implemented to eliminate school barriers.

b. Development of this school improvement plan

The School Advisory Council (SAC) meets to review and revise school reports in order to assist in analyzing data for the School Improvment Plan. Members meet to discuss barriers to the achievement of our students and work collaboratively to create goals and strategies for the School Improvment Plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) committee convenes on a quarterly basis and address the following topics:
school budget, professional development, instructional materials, instructional technology, student support services, discipline and safety concerns and resource allocation. Most importantly, the SAC reviews the status of the implementation of the School Improvement Plan. The SAC receives reports on the status of the implementation of the School Improvement Plan. Each SAC member receives a copy of the School Improvement Plan in an effort to ensure high quality education for all our students and that all of the goals , objectives and strategies are met and/or implemented.
Meetings will be conducted throughout the school year as designated in the by laws established at

Dr. Manuel C. Barreiro Elementary School. Meeting minutes and updates will be uploaded as mandated.

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

Purchase supplemental materials to enhance student achievement, such as copy machine ($7,000) and iREADY reading and math materials ($500.00).

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ares, Isel	Assistant Principal
Schwartz, Gilat	Teacher, K-12
Gordon, Geraldine	Teacher, K-12
Hernandez, Natalie	Teacher, K-12
Suarez, Saybel	Teacher, K-12
Pascual, Brandi	Teacher, K-12
Delatorre, Lorna	Teacher, K-12
Mejia, Delilah	Teacher, K-12
Passmore, Celethia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives will be the ability to communicate vertically throughout the grade levels for planning, progress monitoring, and data analysis and collection purposes. The team will be able to discuss effective strategies, meaningful lessons, identify areas of strengths and weaknesses, set up an effective school-wide literacy plan, and to determine the implementation of appropriate intervention programs as well as providing enrichment literacy based activities to maintain and increase academic achievement. The LLT also develops school-wide incentive plans for the various programs offered throughout the school year to enchance students' motivation towards Reading.

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

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

Dr. Manuel C. Barreiro Elementary strives to provide teachers with common planning times and opportunities for teacher and class modeling. Best practices are shared during faculty meetings.

Teachers at Dr. Manuel C. Barreiro have had extensive training on the use of Professional Learning Communities (PLC) through our former partnership with Ready Schools. This enables teachers to have positive relationships that allow them to collaborate on various actiivities and rigorous planning.

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

1. Provide professional development to teachers in identified areas of need and include time for teachers to implement what they have learned (Professional Development Liaison).
2. Implement Professional Learning Communities in which teachers share best practices, interpret data and accomodate students' learning needs (Grade Level Chairpersons).
3. Implement collaborative planning where upon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use and evaluate instructional practices (Assistant Principal).
4. The use of Teacher Match will assist in recruiting highly qualified personnel to our school.

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

Dr. Manuel C. Barreiro Elementary will pair teachers based on their professional development needs. Mentoring activities will include sessions to review student data and identify student needs to plan for effective instruction and plan for the implementation of Differentiated Instruction. Dr. Manuel C. Barreiro Elementary School will continue the partnership with universities to provide opportunities for student interns to learn effective teaching strategies and best practicies for diverse learners. The cooperative teacher will facitlitate this process for the student teacher. Dr. Manuel C. Barreiro Elementary will include mentors with rich and successful backgrounds in teaching and successful in attaining student achievement and will motivate teachers to participate in various leadership opportunities throughout the school community.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Dr. Manuel C. Barreiro Elementary provides the alignment of the Florida Standards to its curriculum in all subject areas through district's pacing guides, the McGraw-Hill Reading series. Teachers were trained on the Florida Standards and have access to the standards in all core subjects through school wide server, which allows easy access to ensure its implementation.

b. Instructional Strategies

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

Dr. Manuel C. Barreiro Elementary begins its data analysis with the disaggregation of iReady AP3, SAT-10 and FCAT Science and FSA ELA and Math results. This school year, the iReady program will also provide scores and percentages based on its diagnostic assessment. This data will identify our lowest 25% students requiring additional support in Reading and Math. Teachers provide differentiated instruction and the use of supplemental material to support the Tier 1 population. The

identified Tier 2 students will participate in the WonderWorks Reading Intervention program daily for Reading and ReflexMath to assist in their Math fluency abilities. Tier 3 students are referred to the MTSS-RtI team and are provided individualized intensive support.

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

Strategy: Before School Program

Minutes added to school year: 1,200

The implementation of Targeted Reading Instruction will be offered for English Language Learners who are identified as needing additional assistance in Reading. The supplemental program serves as intervention program.

Strategy Rationale

Dr. Manuel C. Barreiro Elementary has a large ELL population.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ares, Isel, iselares@dadeschools.net

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable strategy effectiveness is demonstrated as students show gains from their initial placement level at the start of the program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Dr. Manuel C. Barreiro Elementary School holds a Kindergarten orientation the week before school starts. This orientation will be held on Friday, August 19, 2016. The purpose of this meeting is to provide parents with useful tips of the social and academic expectations for their children to be successful with the pre-school transition in August. Academic benchmarks for the first nine weeks of school are distributed, as well as literature on helping early learners to become independent. Additionally, parents and students meet with teachers and visit the classroom to ease possible student anxiety for the first day of school.

At Dr. Manuel C. Barreiro Elementary School, all incoming Kindergarten students are assessed in order to ascertain individual and group needs for intervention programs. All students will be assessed using the Florida Readiness Screener (FLKRS) in order to assess student readiness rates.

All data will be collected and analyzed so teachers may use to plan instruction and implement intervention strategies for those students who are identified as needing assistance.

During the last quarter of the school year, Dr. Manuel C. Barreiro Elementary School will coordinate a site visit with feeding Voluntary Pre-Kindergarten programs in order to provide the future Kindergarten students with a glimpse of a Kindergarten curriculum and schedule.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G088170

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Reading - Asian	96.0
AMO Reading - White	83.0
AMO Reading - ELL	76.0
AMO Reading - SWD	68.0
AMO Math - Asian	96.0
AMO Math - White	91.0
AMO Math - SWD	71.0
FCAT 2.0 Science Proficiency	67.0
FSA ELA Achievement	84.0
ELA/Reading Gains	78.0
Math Gains	81.0
FSA Mathematics Achievement	88.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	83.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas and grade levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw-Hill Reading Wonders Series, Wonder Works Intervention Program, ELA Test Item Specifications, ELA District Pacing Guide, ELA District Website, Imagine Learning, Accelerated Reader, Media Center, online books, department common planning time, reading contact, curriculum leaders, observational classrooms, computer lab, teachers trained in PLC protocols

- The new Go Math! Series (including online components,) Mathematics Test Item Specifications, Mathematics District Pacing Guide, Mathematics District Website, Media Center, manipulatives, ReflexMath, department common planning time, Math Liaison, curriculum leaders, observational classrooms, computer lab, teachers trained in PLC protocols

- Scott Foresman Interactive Science Series (including online components,) Science NGSSS Test Item Specifications, Science District Pacing Guide, Science District Website, Media Center, lab kits, GIZMOS, BrainPop, AIMS books, department common planning time, curriculum leaders, observational classrooms, computer lab, teachers trained in PLC protocols

Plan to Monitor Progress Toward G1. 8

iReady Assessment Data

Person Responsible
Celethia Passmore

Schedule
Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion
Interim Assessment Data and iReady master schedule for testing

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G088170

G1.B1 Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas and grade levels 2

🔑 B234460

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

🔑 S247206

Strategy Rationale

There is a need for the implementation of the gradual release of responsibility model due to the adoption of the Florida Standards and to improve teacher delivery.

Action Step 1 5

During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components and higher order thinking questioning strategies within an instructional framework.

Person Responsible

Celethia Passmore

Schedule

On 6/9/2017

Evidence of Completion

agenda, handouts, anchor charts, sign in sheet

Action Step 2 5

Develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model and higher order thinking questioning strategies.

Person Responsible

Celethia Passmore

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse

Action Step 3 `5`

Conduct classroom walk throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Maritza Correa

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse

Action Step 4 `5`

Implementation of effective strategies to meet the need of all learners.

Person Responsible

Celethia Passmore

Schedule

On 6/9/2017

Evidence of Completion

Lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work and student discourse.

Action Step 5 `5`

Conduct classroom walk throughs to monitor the progress of implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Maritza Correa

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse

Action Step 6 `5`

Consistently monitor the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility Model and higher order thinking questioning strategies.

Person Responsible

Isel Ares

Schedule

On 6/9/2017

Evidence of Completion

Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse

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

Based on the iReady Assessments in grades three through five data will reflect that the Gradual Release of Responsibility Model was implemented with fidelity.

Person Responsible

Celethia Passmore

Schedule

Quarterly, from 8/22/2016 to 6/9/2017

Evidence of Completion

iReady testing schedule and teacher data chats

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

Frequent data chats will be held with grade levels to ensure the implementation of the Gradual Release of Responsibility Model is evident in instructional delivery.

Person Responsible

Celethia Passmore

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

iREADY Assessment Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334869	iReady Assessment Data	Passmore, Celethia	8/22/2016	Interim Assessment Data and iReady master schedule for testing	6/9/2017 monthly
G1.B1.S1.MA1 M334867	Frequent data chats will be held with grade levels to ensure the implementation of the Gradual...	Passmore, Celethia	8/22/2016	iREADY Assessment Data	6/9/2017 monthly
G1.B1.S1.MA1 M334868	Based on the iReady Assessments in grades three through five data will reflect that the Gradual...	Passmore, Celethia	8/22/2016	iReady testing schedule and teacher data chats	6/9/2017 quarterly
G1.B1.S1.A1 A321724	During common planning times, provide professional development on effective planning to include the...	Passmore, Celethia	8/22/2016	agenda, handouts, anchor charts, sign in sheet	6/9/2017 one-time
G1.B1.S1.A2 A321725	Develop and implement lesson plans that incorporate all components of the Gradual Release of...	Passmore, Celethia	8/22/2016	lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	6/9/2017 weekly
G1.B1.S1.A3 A321726	Conduct classroom walk throughs to monitor the implementation of developed lesson plans. Principal...	Correa, Maritza	8/22/2016	Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	6/9/2017 weekly
G1.B1.S1.A4 A321727	Implementation of effective strategies to meet the need of all learners.	Passmore, Celethia	8/22/2016	Lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work and student discourse.	6/9/2017 one-time
G1.B1.S1.A5 A321728	Conduct classroom walk throughs to monitor the progress of implementation of developed lesson...	Correa, Maritza	8/22/2016	Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	6/9/2017 weekly
G1.B1.S1.A6 A321729	Consistently monitor the implementation of developed lesson plans that incorporate all components...	Ares, Isel	8/22/2016	Observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	6/9/2017 one-time

V. Professional Development Opportunities

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

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

G1.B1 Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas and grade levels

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components and higher order thinking questioning strategies within an instructional framework.

Facilitator

Patricia Castillo

Participants

Classroom teachers

Schedule

On 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components and higher order thinking questioning strategies within an instructional framework.	$0.00
2	G1.B1.S1.A2	Develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model and higher order thinking questioning strategies.	$0.00
3	G1.B1.S1.A3	Conduct classroom walk throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	$0.00
4	G1.B1.S1.A4	Implementation of effective strategies to meet the need of all learners.	$0.00
5	G1.B1.S1.A5	Conduct classroom walk throughs to monitor the progress of implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine next steps.	$0.00
6	G1.B1.S1.A6	Consistently monitor the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility Model and higher order thinking questioning strategies.	$0.00
		Total:	**$0.00**