Dr. Manuel C. Barreiro Elementary School

2014-15 School Improvement Plan

Dr. Manuel C. Barreiro Elementary School

5125 SW 162ND AVE, Miami, FL 33185

http://mcbe.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	65%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dr. Manuel C. Barreiro Elementary School in collaboration with the county's, student's homes, and community is "to develop motivated children who believe they will excel."

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.

School Environment

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.

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.

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 Edmodo 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.

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 the Everybody Mentors Mentoring Program 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.

Early Warning Systems

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

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

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, 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 Character Education initiatives via morning announcements.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	6	8	6	8	8	50
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	8	10	10	5	11	22	66
Level 1 on statewide assessment	0	0	0	15	31	28	74

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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.For our ELL populations, we offer the Title III tutoring academy for assistance in reading.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.

Family and Community Involvement

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

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

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

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

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

Description

Our goal for the 2014-2015 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.

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 Accelerated Reader, 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.

Effective Leadership

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

School Leadership Team

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

Name	Title
Garcia, Patricia	Principal
Rodriguez, Yvette	Teacher, K-12
Ares, Isel	Assistant Principal
Gordon, Geraldine	Teacher, K-12
Hernandez, Natalie	Teacher, K-12
Suarez, Saybel	Teacher, K-12
Aparicio, Ivette	Teacher, K-12
Pascual, Brandi	Teacher, K-12
Delatorre, Lorna	Teacher, K-12
Barrios, Rita	Psychologist
Schwartz, Gilat	Instructional Media

Duties

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.

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. After-School tutorial opportunities will be offered to the active English Language Learners in third grade. The material used is the Targeted Reading Instruction Program.

*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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia M. Garcia	Principal
Judith Garcia	Education Support Employee
Alissa Avila	Teacher
Ivette Aparicio	Teacher
Alina Alpizar	Teacher
Yvette Rodriguez	Teacher
Jeannile Ley	Teacher
Dulce Castro	Education Support Employee
	Student
Diane Rivero	Parent
Raquel Diaz	Parent
Katushka Regueiro	Parent
Lian Barazal	Parent
Lourdes Cortez	Parent
Samantha Dziesdsic	Student
Maria Navas	Business/Community
Daniel Navas	Business/Community
	Student
Eduardo Barea	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

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.

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.

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.

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 , McGraw-Hill WonderWorks ($2,500.00), STARS ($500.00) and Wordly Wise ($500.00).

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Arias, Alessandra	Teacher, K-12
Garcia, Patricia	Principal
Schwartz, Gilat	Teacher, K-12
Gordon, Geraldine	Teacher, K-12
Hernandez, Natalie	Teacher, K-12
Suarez, Saybel	Teacher, K-12
Aparicio, Ivette	Teacher, K-12
Pascual, Brandi	Teacher, K-12
Delatorre, Lorna	Teacher, K-12
Rodriguez, Yvette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

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.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

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

Dr. Manuel C. Barreiro Elementary begins its data analysis with the disaggregation of FAIR AP3, SAT-10 and FCAT 2.0 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.

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: After 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
Rodriguez, Yvette , yrodriguez2@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.

Student Transition and Readiness

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

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

Dr. Manuel C. Barreiro Elementary School holds a Kindergarten orientation the week before school starts. This orientation will be held on Wednesday, August 13, 2014. 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.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To identify students in pre-kindergarten through fifth grade that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and provide support and intervention to reduce the overall percentage of at-risk students.

G3.   To increase STEM related activities and student participation in STEM related activities.

G4.   To increase the amount 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 have opportunities for school involvment.

Strategic Goals Detail

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

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

Targets Supported 1b

🔍 G050187

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - Asian	94.0
AMO Reading - White	77.0
AMO Reading - ELL	67.0
AMO Reading - SWD	57.0
AMO Math - Asian	94.0
AMO Math - White	87.0
AMO Math - SWD	61.0
FCAT 2.0 Science Proficiency	67.0
FSA - English Language Arts - Proficiency Rate	84.0
ELA/Reading Gains	78.0
Math Gains	81.0
FSA - Mathematics - Proficiency Rate	88.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	83.0

Resources Available to Support the Goal 2

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

- 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, Everybody Mentors Mentoring Program, 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, Study Jamz, BBC online resources, AIMS books, department common planning time, Everybody Mentors Mentoring Program, curriculum leaders, observational classrooms, computer lab, teachers trained in PLC protocols

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

- Limited evidence of the use of the 5E Learning Cycle

Plan to Monitor Progress Toward G1. 8

Interim Assessment Data

Person Responsible
Patricia Garcia

Schedule
Monthly, from 10/8/2014 to 11/26/2014

Evidence of Completion
Interim Assessment Data

G2. To identify students in pre-kindergarten through fifth grade that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and provide support and intervention to reduce the overall percentage of at-risk students. 1a

Targets Supported 1b

G050670

Indicator	Annual Target

Resources Available to Support the Goal 2

- School counselor, MDCPS Code of Student Conduct, school social worker, Cognos Attendance Reports,

Targeted Barriers to Achieving the Goal 3

- Lack of focused data collection and analysis in the development of intervention programs and differentiated instruction for students scoring below proficiency level on statewide assessments and district assessments.

- Lack of parents' knowledge on the guidelines of District and school-wide attendance policies and procedures.

- incidents leading to Code of Student Conduct infractions and/or suspension requires the enforcement of school-wide and class discipline plans.

Plan to Monitor Progress Toward G2. 8

Cognos Attendance Reports will be reviewed to verify the effectiveness of strategies and ensure the number of students with excessive absences and tardies are being reduced.

Person Responsible
Isel Ares

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
Daily attendance bulletin, COGNOS Attendance Reports

Plan to Monitor Progress Toward G2. 8

Conduct meetings with MTSS/RtI team to review suspension reports and discuss proper implementation of school-wide and classroom discipline plans.

Person Responsible
Isel Ares

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Suspension reports, Student Case Management Forms

G3. To increase STEM related activities and student participation in STEM related activities. `1a`

G050614

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal `2`

- 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, Study Jamz, BBC online resources, AIMS books, department common planning time, Everybody Mentors Mentoring Program, curriculum leaders, observational classrooms, computer lab, teachers trained in PLC protocols

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of student participation in Science projects to increase their knowledge of basic forms of energy, familiar forces, conversions of electric energy into other forms of energy and distinguish relationships among mass, force and motion.

Plan to Monitor Progress Toward G3. `8`

Administrative walk throughs and classroom observations to ensure implementation of strategy and action step.

Person Responsible
Isel Ares

Schedule
Weekly, from 1/9/2015 to 5/29/2015

Evidence of Completion
Student work samples, STEM related projects, lesson plans, Science lab sign-in sheets

G4. To increase the amount 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 have opportunities for school involvment. 1a

Targets Supported 1b

G050707

Indicator	Annual Target

Resources Available to Support the Goal 2

- Parent Teacher Organization,

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

Plan to Monitor Progress Toward G4. 8

Parent counts for those participating in school activities will be populated to determine amount of parents and community members participating.

Person Responsible
Isel Ares

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Sign-in sheets

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

🔑 G050187

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

🔑 B125764

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

🔑 S137637

Strategy Rationale

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

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

Alessandra Arias

Schedule

On 10/3/2014

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

Alessandra Arias

Schedule

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

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

Patricia Garcia

Schedule

Weekly, from 10/6/2014 to 10/17/2014

Evidence of Completion

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

Action Step 4 `5`

Based on teacher need, create planning mentor partnerships. Teachers in need of additional
support will visit observational classrooms.

Person Responsible

Alessandra Arias

Schedule

On 11/7/2014

Evidence of Completion

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

Patricia Garcia

Schedule

On 11/21/2014

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

Patricia Garcia

Schedule

On 11/26/2014

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 Fall Interim Assessment in grades three through five data will reflect that the Gradual Release of Responsibility Model was implemented with fidelity.

Person Responsible

Patricia Garcia

Schedule

Monthly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Interim Assessment Data

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

Monthly 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

Patricia Garcia

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Interim Assessment Data

G1.B2 Limited evidence of the use of the 5E Learning Cycle 2

B125957

G1.B2.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release. 4

S137834

Strategy Rationale

There is a need for the of the 5E Learning Cycle

Action Step 1 5

During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components within an instructional framework to support students in content, skills, and strategy acquisition.

Person Responsible

Lene Sam-antich

Schedule

On 10/3/2014

Evidence of Completion

agenda, handouts, anchor charts, sign-in sheet

Action Step 2 `5`

Provide professional development on the 5E Learning Cycle to tap into students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.

Person Responsible

Patricia Garcia

Schedule

On 10/8/2014

Evidence of Completion

agenda, handouts, anchor charts, sign-in sheet

Action Step 3 `5`

Develop and implement lesson plans that incorporate all components of the 5E Learning Cycle and the Gradual Release of Reponsibility Model.

Person Responsible

Brandi Pascual

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

lesson plans, Interactive Science Journals, student work, student discourse

Action Step 4 `5`

Create a Science Lab setting for use by grades 1-5. Develop a Science Lab sign-in sheet.

Person Responsible

Gilat Schwartz

Schedule

Monthly, from 10/7/2014 to 10/15/2014

Evidence of Completion

Science Lab sign-in sheet

Action Step 5 `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

Schedule

Weekly, from 10/8/2014 to 10/17/2014

Evidence of Completion

observation notes, lesson plans, Interactive Science Journals, student work, student discourse

Action Step 6 `5`

Based on teacher need, create planning mentor partnerships. Teachers in need of additonal support will visit observational classrooms.

Person Responsible

Patricia Garcia

Schedule

On 10/21/2014

Evidence of Completion

lesson plans, Interactive Science Journals, student work, student discourse

Action Step 7 `5`

Consistently monitor the implementation of developed lesson plans that incorporate incorporate all components of the 5E Learning Cycle and the Gradual Release of Responsibility Model.

Person Responsible

Patricia Garcia

Schedule

Monthly, from 10/17/2014 to 11/26/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Based on the Fall Interim Assessment in grades three through five data will reflect that the Gradual Release of Responsibility Model and the 5E Learning Cycle was implemented with fidelity.

Person Responsible

Patricia Garcia

Schedule

Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Interim Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monthly data chats will be held with grade levels to ensure the implementation of the Gradual Release of Responsibility Model and the 5E Learning Cycle is evident in instructional delivery.

Person Responsible

Patricia Garcia

Schedule

Monthly, from 10/17/2014 to 11/26/2014

Evidence of Completion

Interim Assessment Data

G2. To identify students in pre-kindergarten through fifth grade that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and provide support and intervention to reduce the overall percentage of at-risk students. 1

🔍 G050670

G2.B1 Lack of focused data collection and analysis in the development of intervention programs and differentiated instruction for students scoring below proficiency level on statewide assessments and district assessments. 2

🔍 B126968

G2.B1.S1 Use available student data to set goals, determine sound instructional practices based on research and differentiate instruction to meet the various needs of students requiring intervention. 4

🔍 S138974

Strategy Rationale

As opportunities for intervention are offered for students, instructional time would be most efficiently used when focused on specific areas of need.

Action Step 1 5

Leadership Team meets to identify and dissagregate student data and provide students with proper interventions.

Person Responsible

Isel Ares

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

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

Conduct meetings with Reading contact and teachers to ensure proper tier interventions are being implemented and students are showing progress.

Person Responsible

Isel Ares

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

FAIR reports, iReady reports, Reading Plus reports, interim Assessments, Wonderworks Intervention on-going progress monitoring charts.

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

Data reviews to determine effectiveness of instructional plan and intervention.

Person Responsible

Isel Ares

Schedule

Monthly, from 11/7/2014 to 6/5/2015

Evidence of Completion

FAIR Reports, iReady reports, Reading Plus reports, interim Assessments, WonderWorks on-going progress monitoring charts

G2.B2 Lack of parents' knowledge on the guidelines of District and school-wide attendance policies and procedures. `2`

🔑 B126969

G2.B2.S1 Continue to identify and refer students who may be developing a pattern of non-attendance for intervention services. Students will be provided a myriad of strategies and incentives to motivate school attendance and increase awareness of District and school attendance policy and procedures resulting in excessive absences. `4`

🔑 S139090

Strategy Rationale

There is a need to increase awareness on Attendance policies and procedures.School attendance is imperative for student success.

Action Step 1 `5`

Analyze GOGNOS attendance Reports monthly to identify students with excessive absences and tardies.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

COGNOS Attendance Report, Student Service Referrals

Action Step 2 `5`

Review attendance policy and procedures with students and parents. Provide parents with attendance policy and procedures via parent handbook and Open House Night. Identify and refer students with excessive absences and tardies to counselor and/or social worker and contact parents in order to provide support.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences and tardies are being followed.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Daily attendance bulletins, COGNOS Attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences and tardies are being followed.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Daily attendance bulletin, COGNOS Attendance Reports

G2.B3 incidents leading to Code of Student Conduct infractions and/or suspension requires the enforcement of school-wide and class discipline plans. 2

B126970

G2.B3.S1 A school-wide discipline committee will be created to develop incentives for students' positive behavior. Students will be provided reminders of safety rules during transitional times and lunchtime via visual and/or oral cues. 4

S139092

Strategy Rationale

Incidents leading to code of student conduct infractions usually occur during transitional times of the day when students move to and from special classes, lunch and dismissal. There is a need to continue to adhere to classroom discipline plans and procedures.

Action Step 1 5

Conduct faculty meeting to review the Code of Student conduct, Alternatives to Suspension plan and school-wide discipline plan. Teachers will develop their classroom discipline plans.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Suspension report, number of Student Case Management forms for Code of Student Conduct infractions.

Action Step 2 5

Provide students with character education initiatives via morning announcements.

Person Responsible

Gilat Schwartz

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Suspension reports, Student Case Management Forms for Code of Student Conduct infractions.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Ensure class discipline plans are being used prior to processing Student Case Management Referrals for Cod of Student Conduct infractions.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Suspension reports, Student Case Management Referrals

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Conduct meetings with MTSS/RtI team to review suspension reports and discuss proper implementation of school-wide and classroom discipline plans.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Suspension reports, Student Case Management forms

G3. To increase STEM related activities and student participation in STEM related activities. [1]

G050614

G3.B1 Limited evidence of student participation in Science projects to increase their knowledge of basic forms of energy, familiar forces, conversions of electric energy into other forms of energy and distinguish relationships among mass, force and motion. [2]

B126757

G3.B1.S1 Student participation in an annual Science Fair needs to be increased and may be be based more in the Physical Science portion in their projects to increase their knowledge of basic forms of energy, familiar forces, conversions of electric energy into other forms of energy and distinguish relationships among mass, force and motion. [4]

S138742

Strategy Rationale

There is a need for student participation in Science Fair activities.

Action Step 1 [5]

Incentives will be provided to have more Science Fair projects that involve Physical Science.

Person Responsible

Brandi Pascual

Schedule

Monthly, from 1/9/2015 to 5/29/2015

Evidence of Completion

Science Fair projects, Lesson plans

Action Step 2 [5]

Implementation of ongoing participation in competitions related to STEM activities.

Person Responsible

Brandi Pascual

Schedule

Monthly, from 1/9/2015 to 5/29/2015

Evidence of Completion

Science Lab sign-in sheets, projects, recognitions from competitions.

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

Staff and administrations attendance at meetings, competitions and science lab

Person Responsible

Brandi Pascual

Schedule

Monthly, from 1/9/2015 to 5/29/2015

Evidence of Completion

Sign-in sheets, recognitions from competitions, meeting agendas

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

increased participation by school and number of students in STEM activities

Person Responsible

Brandi Pascual

Schedule

Monthly, from 1/9/2015 to 5/29/2015

Evidence of Completion

Number of students participating in STEM related activities Number of students participating in available STEM related competitions

G4. To increase the amount 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 have opportunities for school involvment. `1`

`G050707`

G4.B1 Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency. `2`

`B127096`

G4.B1.S1 Provide parents with opportunities to improve their knowledge of available resources and programs provided by Miami-Dade County public School to contribute to student success. `4`

`S139107`

Strategy Rationale

Attainment of student success requires a partnership between home and school.

Action Step 1 `5`

Facilitate parent meetings to provide hand-on practice in accessing programs available through Miami-Dade County Public Schools.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitor sign-in sheets and parental participation sheets

Person Responsible

Isel Ares

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent participation sheets and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Survey parents attending activities and meetings for feedback.

Person Responsible

Isel Ares

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Survey sheets

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	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.	Arias, Alessandra	10/2/2014	agenda, handouts, anchor charts, sign in sheet	10/3/2014 one-time
G1.B2.S1.A1	During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components within an instructional framework to support students in content, skills, and strategy acquisition.	Sam-antich, Lene	10/2/2014	agenda, handouts, anchor charts, sign-in sheet	10/3/2014 one-time
G3.B1.S1.A1	Incentives will be provided to have more Science Fair projects that involve Physical Science.	Pascual, Brandi	1/9/2015	Science Fair projects, Lesson plans	5/29/2015 monthly
G2.B1.S1.A1	Leadership Team meets to identify and dissagregate student data and provide students with proper interventions.	Ares, Isel	10/17/2014		6/5/2015 monthly
G2.B2.S1.A1	Analyze GOGNOS attendance Reports monthly to identify students with excessive absences and tardies.	Ares, Isel	8/25/2014	COGNOS Attendance Report, Student Service Referrals	6/5/2015 monthly
G2.B3.S1.A1	Conduct faculty meeting to review the Code of Student conduct, Alternatives to Suspension plan and school-wide discipline plan. Teachers will develop their classroom discipline plans.	Ares, Isel	8/14/2014	Suspension report, number of Student Case Management forms for Code of Student Conduct infractions.	6/5/2015 monthly
G4.B1.S1.A1	Facilitate parent meetings to provide hand-on practice in accessing programs available through Miami-Dade County Public Schools.	Ares, Isel	8/18/2014	Sign-in sheets	6/5/2015 monthly
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.	Arias, Alessandra	10/6/2014	lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Provide professional development on the 5E Learning Cycle to tap into students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.	Garcia, Patricia	10/1/2014	agenda, handouts, anchor charts, sign-in sheet	10/8/2014 one-time
G3.B1.S1.A2	Implementation of ongoing participation in competitions related to STEM activities.	Pascual, Brandi	1/9/2015	Science Lab sign-in sheets, projects, recognitions from competitions.	5/29/2015 monthly
G2.B2.S1.A2	Review attendance policy and procedures with students and parents. Provide parents with attendance policy and procedures via parent handbook and Open House Night. Identify and refer students with excessive absences and tardies to counselor and/or social worker and contact parents in order to provide support.	Ares, Isel	8/18/2014		6/5/2015 monthly
G2.B3.S1.A2	Provide students with character education initiatives via morning announcements.	Schwartz, Gilat	8/25/2014	Suspension reports, Student Case Management Forms for Code of Student Conduct infractions.	6/4/2015 weekly
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.	Garcia, Patricia	10/6/2014	observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	10/17/2014 weekly
G1.B2.S1.A3	Develop and implement lesson plans that incorporate all components of the 5E Learning Cycle and the Gradual Release of Reponsibility Model.	Pascual, Brandi	10/8/2014	lesson plans, Interactive Science Journals, student work, student discourse	6/4/2015 weekly
G1.B1.S1.A4	Based on teacher need, create planning mentor partnerships. Teachers in need of additional support will visit observational classrooms.	Arias, Alessandra	10/20/2014	lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	11/7/2014 one-time
G1.B2.S1.A4	Create a Science Lab setting for use by grades 1-5. Develop a Science Lab sign-in sheet.	Schwartz, Gilat	10/7/2014	Science Lab sign-in sheet	10/15/2014 monthly
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.	Garcia, Patricia	11/10/2014	observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	11/21/2014 one-time
G1.B2.S1.A5	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.		10/8/2014	observation notes, lesson plans, Interactive Science Journals, student work, student discourse	10/17/2014 weekly
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.	Garcia, Patricia	10/22/2014	observation notes, lesson plans, Reading Response Journals, Interactive Writing Notebooks, student work, student discourse	11/26/2014 one-time
G1.B2.S1.A6	Based on teacher need, create planning mentor partnerships. Teachers in need of additonal support will visit observational classrooms.	Garcia, Patricia	10/20/2014	lesson plans, Interactive Science Journals, student work, student discourse	10/21/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A7	Consistently monitor the implementation of developed lesson plans that incorporate incorporate all components of the 5E Learning Cycle and the Gradual Release of Responsibility Model.	Garcia, Patricia	10/17/2014		11/26/2014 monthly
G1.MA1	Interim Assessment Data	Garcia, Patricia	10/8/2014	Interim Assessment Data	11/26/2014 monthly
G1.B1.S1.MA1	Monthly data chats will be held with grade levels to ensure the implementation of the Gradual Release of Responsibility Model is evident in instructional delivery.	Garcia, Patricia	10/6/2014	Interim Assessment Data	11/26/2014 monthly
G1.B1.S1.MA1	Based on the Fall Interim Assessment in grades three through five data will reflect that the Gradual Release of Responsibility Model was implemented with fidelity.	Garcia, Patricia	10/3/2014	Interim Assessment Data	11/26/2014 monthly
G1.B2.S1.MA1	Monthly data chats will be held with grade levels to ensure the implementation of the Gradual Release of Responsibility Model and the 5E Learning Cycle is evident in instructional delivery.	Garcia, Patricia	10/17/2014	Interim Assessment Data	11/26/2014 monthly
G1.B2.S1.MA1	Based on the Fall Interim Assessment in grades three through five data will reflect that the Gradual Release of Responsibility Model and the 5E Learning Cycle was implemented with fidelity.	Garcia, Patricia	10/8/2014	Interim Assessment Data	11/26/2014 biweekly
G2.MA1	Cognos Attendance Reports will be reviewed to verify the effectiveness of strategies and ensure the number of students with excessive absences and tardies are being reduced.	Ares, Isel	8/25/2014	Daily attendance bulletin, COGNOS Attendance Reports	6/5/2015 monthly
G2.MA2	Conduct meetings with MTSS/RtI team to review suspension reports and discuss proper implementation of school-wide and classroom discipline plans.	Ares, Isel	8/18/2014	Suspension reports, Student Case Management Forms	6/5/2015 monthly
G2.B1.S1.MA1	Data reviews to determine effectiveness of instructional plan and intervention.	Ares, Isel	11/7/2014	FAIR Reports, iReady reports, Reading Plus reports, interim Assessments, WonderWorks on-going progress monitoring charts	6/5/2015 monthly
G2.B1.S1.MA1	Conduct meetings with Reading contact and teachers to ensure proper tier interventions are being implemented and students are showing progress.	Ares, Isel	10/17/2014	FAIR reports, iReady reports, Reading Plus reports, interim Assessments, Wonderworks Intervention on-going progress monitoring charts.	6/5/2015 monthly
G2.B2.S1.MA1	Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences and tardies are being followed.	Ares, Isel	8/25/2014	Daily attendance bulletin, COGNOS Attendance Reports	6/5/2015 monthly
G2.B2.S1.MA1	Conduct meetings with counselor and social worker to ensure proper support and interventions for students with excessive absences and tardies are being followed.	Ares, Isel	8/25/2014	Daily attendance bulletins, COGNOS Attendance reports	6/5/2015 monthly
G2.B3.S1.MA1	Conduct meetings with MTSS/RtI team to review suspension reports and discuss proper implementation of school-wide and classroom discipline plans.	Ares, Isel	8/18/2014	Suspension reports, Student Case Management forms	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Ensure class discipline plans are being used prior to processing Student Case Management Referrals for Cod of Student Conduct infractions.	Ares, Isel	8/18/2014	Suspension reports, Student Case Management Referrals	6/5/2015 monthly
G3.MA1	Administrative walk throughs and classroom observations to ensure implementation of strategy and action step.	Ares, Isel	1/9/2015	Student work samples, STEM related projects, lesson plans, Science lab sign-in sheets	5/29/2015 weekly
G3.B1.S1.MA1	increased participation by school and number of students in STEM activities	Pascual, Brandi	1/9/2015	Number of students participating in STEM related activities Number of students participating in available STEM related competitions	5/29/2015 monthly
G3.B1.S1.MA1	Staff and administrations attendance at meetings, competitions and science lab	Pascual, Brandi	1/9/2015	Sign-in sheets, recognitions from competitions, meeting agendas	5/29/2015 monthly
G4.MA1	Parent counts for those participating in school activities will be populated to determine amount of parents and community members participating.	Ares, Isel	8/18/2014	Sign-in sheets	6/5/2015 monthly
G4.B1.S1.MA1	Survey parents attending activities and meetings for feedback.	Ares, Isel	8/25/2014	Survey sheets	6/5/2015 monthly
G4.B1.S1.MA1	Monitor sign-in sheets and parental participation sheets	Ares, Isel	8/18/2014	Parent participation sheets and sign-in sheets	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

Alessandra Arias

Participants

Classroom teachers

Schedule

On 10/3/2014

G1.B2 Limited evidence of the use of the 5E Learning Cycle

G1.B2.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.

PD Opportunity 1

During common planning times, provide professional development on effective planning to include the Gradual Release of Responsibility Model's components within an instructional framework to support students in content, skills, and strategy acquisition.

Facilitator

Lene Sam-Antich

Participants

Classroom Teachers

Schedule

On 10/3/2014

PD Opportunity 2

Provide professional development on the 5E Learning Cycle to tap into students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.

Facilitator

Elena Arrastia

Participants

Classroom teachers

Schedule

On 10/8/2014

G2. To identify students in pre-kindergarten through fifth grade that exhibit early warning signs that may lead to excessive absences, retention and discipline referrals and provide support and intervention to reduce the overall percentage of at-risk students.

G2.B1 Lack of focused data collection and analysis in the development of intervention programs and differentiated instruction for students scoring below proficiency level on statewide assessments and district assessments.

G2.B1.S1 Use available student data to set goals, determine sound instructional practices based on research and differentiate instruction to meet the various needs of students requiring intervention.

PD Opportunity 1

Leadership Team meets to identify and dissagregate student data and provide students with proper interventions.

Facilitator

Gilat Schwartz, Yvette Rodriguez, Isel Ares

Participants

K-5 students

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**