

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL

District Name: Dade

Principal: Patricia G. Morales

SAC Chair: Yvette Rodriguez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-28-2009

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## VISION and MISSION STATEMENTS

Our 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.

Our mission is to Develop Motivated Children to Believe they will Excel.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Dr. Manuel C. Barreiro Elementary School is a new facility located on ten acres in West Kendall, Florida. This brand new Kindergarten through fifth grade facility opened on August 18, 2008 with state-of-the-art technology throughout the school. SMART Technology Boards and surround sound systems are found in every classroom and each pod has ten computer stations in a collaborative work area, which is in addition to four student computer stations and one teacher station inside each classroom.

The community surrounding Dr. Manuel C. Barreiro Elementary School is predominantly of Hispanic origin. Homes in the area range from upper middle income single-family homes to lower class apartment buildings. A great number of families in this community do not speak English and native languages include Chinese, Urdu, Spanish, Arabic, French, Pawnee, Finnish, Gujarati, Laotian, Portuguese, Vietnamese and Tagalog.

#### Unique School Strengths for Next Year

In the upcoming year, Dr. Manuel C. Barreiro Elementary will be adding fifth grade to our school configuration. In its opening year, the school and its staff were honored to have the following accolades. Ms. Patricia G. Morales, principal was selected as the John A. Ferguson Feeder Pattern Principal of the Year, Ms. Marisol Gomez, second grade teacher was selected as a South Central Regional Finalist for Teacher of the Year, the school received the Green School's Challenge Award for its progress in conserving and monitoring energy on campus through turning off classroom lights and computers.

The leadership team that opened the school will remain in place for the following school year. Based on grade levels that were tested in 2009, Dr. Manuel C. Barreiro Elementary data indicates that Adequate Yearly Progress was attained. Student scores were above the District's average in all areas.

#### Unique School Weaknesses for Next Year

Without a fifth grade class at Dr. Manuel C. Barreiro Elementary the school did not generate its own scores in science. Additionally, reading and mathematics scores were generated only for third and fourth grade students. Therefore, the accountability scores for these areas will be based on District averages, which will have an impact on the school's ability to meet AYP.

Although selected to receive Title I funds next year, the school's regular budget was so restricted that the Title I funds will have to be used for supplies rather than hourly instructional personnel as was initially planned. The school is adding a fifth

grade class to its configuration next year, however, due to budget constraints the school is only being funded for two additional teachers. The administration has made changes to teaching assignments for teachers throughout all grade levels in order to properly prepare. The majority of staff at this school has less than five years of teaching experience, which means that a grade level change will probably require learning something new. Ongoing support, mentoring and professional development will be required for success.

#### Student Demographics

The multi-ethnic student population of Dr. Manuel C. Barreiro consists of 845 students, 85% are Hispanic, 6% are White, 4% are Asian, 2% are Black, and 2% are Multiracial. According to the federal government free or reduce lunch program, approximately 53% qualify for the free or reduced lunch program. Additionally, 7% of students are Students with Disabilities (SWD), 29% are classified as English Language Learners (ELL) and 7% of students are in the gifted program. At Dr. Manuel C. Barreiro Elementary, 17 students participate in the voluntary Pre-K program.

#### Student Attendance Rates

Dr. Manuel C. Barreiro Elementary average student attendance for the 2008-2009 school year was 96.78%. This was the highest rate of attendance among the other feeder pattern elementary schools.

#### Student Mobility

The mobility rate is not available yet for Dr. Manuel C. Barreiro Elementary School as it has only been opened for one year.

#### Student Suspension Rates

Student suspension rates for this school are insignificant as only three students were suspended and none was suspended for more than three days. A school wide discipline plan will continue to be implemented in an effort to reduce the outdoor suspension rate and keep students in school.

#### Student Retention Rates

The retention rate at Dr. Manuel C. Barreiro Elementary School for the 2008-2009 school year is 1.89 percent. This is significantly lower than the District's retention rate which is currently 4.7 percent.

#### Class Size

The administration of Dr. Manuel C. Barreiro Elementary has worked diligently to maintain class size as low as possible. Teacher/student ratios by grade level are as follows: Kindergarten 1:20, first grade 1:18, second grade 1:19, third grade 1:21, fourth grade 1:21 and fifth Grade 1:21. These ratios are maintained in classes with inclusion for Students with Disabilities (SWD) and/or English Language Learners (ELL). SWD and ELL students that require pull-out services are able to receive a great deal of individualized attention in classes with a teacher/student ratio of no more than 1:6 at a time.

#### Academic Performance of Feeder Pattern

Dr. Manuel C. Barreiro Elementary is part of the John A. Ferguson Feeder Pattern. Schools in the John A. Ferguson Feeder Pattern are a high achieving group of schools as indicated by the Florida Comprehensive Assessment Test (FCAT). Howard A. Doolin, a Correct I school, has maintained its school grade of B on the past three FCAT administrations. During the 2008-2009 school year, 79% of Howard A. Doolin Middle school students scored at or above grade level on the 2009 Reading FCAT. Seventy-six percent of their students scored at or above grade level as evidenced by the 2009 Mathematics FCAT. The school did not meet Adequately Yearly Progress (AYP). Their English Language Learner (ELL) students did not meet AYP in mathematics and reading. In addition, their Economically Disadvantaged and Students with Disabilities did meet AYP in mathematics. Lamar Louise Curry Middle School, a Prevent 1 school, has maintained its school grade of A on the past five FCAT administrations. During the 2008-2009 school year, 81% of Lamar Louise Curry Middle school students scored at or above grade level on the 2009 Reading FCAT. Eighty percent of their students scored at or above grade level as evidenced by the 2009 Mathematics FCAT. The school did not meet Adequately Yearly Progress (AYP). Their Students with Disabilities (SWD) students did not meet AYP reading.

In its first year Zelda Glazer Middle school earned a grade of A on the 2009 FCAT administration and achieved AYP status. During the 2008-2009 school year, 79% of Zelda Glazer Middle school students scored at or above grade level on the 2009 Reading FCAT. Seventy-six percent of their students scored at or above grade level as evidenced by the 2009 Mathematics FCAT.

John A. Ferguson Senior High is the high school that Dr. Manuel C. Barreiro Elementary feeds into.

John A. Ferguson High School has achieved a grade of A for the 2009 FCAT administration. This is an improvement from last year's grade of B. However, John A. Ferguson High School has not met Adequately Yearly Progress (AYP) for the past five years. Their Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged students, Hispanic and white students did not meet Adequate Yearly Progress.

Dante B. Fascell Elementary, Bowman Foster Ashe Elementary and Jane S. Roberts K-8 Center are the other schools within the John A. Ferguson Feeder Pattern. These schools received a grade of A on the 2008-2009 FCAT administration. Adequate Yearly Progress was not met in 2008-2009, as demonstrated by the FCAT, by two out of the four neighboring schools in the feeder pattern.

Dr. Manuel C. Barreiro Elementary students' scores are comparable to those achieved by the neighboring elementary schools. FCAT scores for 2009 indicate that the students in grades three and four have surpassed the District average scores and AYP status has been met for this school year.

#### Partnerships and Grants

community agencies and businesses in order to integrate educational services to our students. This collaboration includes Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, ELL Programs, At-risk programs, community colleges, universities, PTO and the Parent Academy. These collaborative efforts will eliminate gaps in service for the ELL students and children with disabilities. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, and Project CRISS.

In addition to these programs, Dr. Manuel C. Barreiro Elementary has recently partnered with the Florida International University FLASH program which provides immigrant families with adult education and childcare on the school site.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Patricia G. Morales	University of Miami Bachelor's Degree in Early Childhood Education  Nova Southeastern University Master's Degree in Elementary Education  Certifications Elementary Education  Primary Education K-3  School Principal	1	11	2008-2009: Principal Dr. Manuel C. Barreiro Elementary Grade: A, Reading Mastery: 80% Math mastery: 83% Science Mastery 48% AYP: Yes  2007-2008 Principal At region office during construction of Dr. Manuel C. Barreiro Elementary  2006-2007: Principal Bowman Foster Ashe Elementary Grade: A, Reading Mastery 79%, Math Mastery 80%, Science Mastery 39%. AYP Yes  2005-2006 : Principal Bowman Foster Ashe Elementary Grade: A, Reading Mastery 84%, Math Mastery 78%, AYP Yes  2004-2005: Principal Bowman Foster Ashe Elementary Grade: A, Reading Mastery 74%, Math Mastery 68%, AYP Yes
Assis Principal	Isel M. Ares	Florida International University Bachelor's Degree in Physical Education  Florida International University Master's Degree in Educational Leadership		.5	2008-2009: Teacher Royal Green Elementary Grade: A, Reading Mastery, 82%, Math Mastery, 88%, Science Mastery, 62% AYP Yes  2007-2008: Teacher Royal Green Elementary Grade: A, Reading Mastery, 81%, Math Mastery, 84%, Science Mastery, 67%. AYP No  2006-2007: Teacher Royal Green Elementary Grade: A, Reading Mastery, 76%, Math Mastery, 65%, Science Mastery, 42%. AYP No  2005-2006: Teacher Royal Green Elementary Grade: A, Reading Mastery, 66%, Math Mastery, 62% AYP No 2004-2005: Teacher Royal Green Elementary Grade: A, Reading Mastery, 64%, Math Mastery, 66% AYP Yes

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Maria A. Garcia	Elementary Education Reading ESOL Gifted	1	1	<p>2008-2009: Teacher/Itinerant Reading Coach Dr. Manuel C. Barreiro Elementary Grade: A, Reading Mastery: 80% Math mastery: 83% Science Mastery 48% AYP: Yes</p> <p>2007-2008: Teacher Ada Merritt K-8 Center Grade: A, Reading Mastery: 93% Math mastery: 94% Science Mastery 67% AYP: Yes</p> <p>2006-2007: Teacher Shenandoah Elementary Grade: C, Reading Mastery: 59% Math mastery: 56% Science Mastery 26% AYP: No</p> <p>2005-2006: Teacher Shenandoah Elementary Grade: A, Reading Mastery: 70% Math Mastery: 58% AYP: Provisional</p> <p>2004-2005: Teacher Shenandoah Elementary Grade: B, Reading Mastery: 64% Math mastery: 58% AYP: Yes</p>

\* Note: Prior Performance Record (Including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Provides effective professional development in curriculum-based instruction	Assistant Principal	June 2010	
2. Trained experienced teachers are selected as mentors/buddy teachers to meet with their mentee teacher on a regular basis to assist with any concerns.	Principal	August 31, 2009	
3. Provide support for surplus staff that is placed in assignments out of their field of certification.	Assistant Principal	Ongoing	
4. Provide release time and schedule for peer observations between teachers.	Assistant Principal	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Eunice V. Decamps	Elementary Education K/Elem Spanish	Kindergarten	Ms. Decamps is expecting her regular certificate as she has recently completed the permanent certificate requirements.
Ingrid Rodriguez	Spanish	ESOL	Ms. Rodriguez is in preparation for the certification examination during the 2009-2010 school year. She has attended appropriate professional development courses throughout the school year.
Judith Garcia	Elementary Education	Fourth Grade	Ms. Garcia is currently enrolled in ESOL certification classes to complete the META requirements she needs.
Jeannan Rodriguez	Elementary Education	Second Grade	Ms. Rodriguez is currently completing her META requirements for the ESOL endorsement.

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
49	6.12	53.06	20.41	20.41	22.45	90.91	4.08	6.12	59.18

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

#### Note: For Title I schools only

##### Title I, Part A

Services are provided by Dr. Manuel C. Barreiro Elementary School to ensure students requiring additional remediation are assisted through programs offered during the school day and after school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Reading Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Entering its first year as a Title I school, Dr. Manuel C. Barreiro projects to provide students with other components, integrated into the school wide program which includes an extensive Parental Program and Title CHES.

Dr. Manuel C. Barreiro will also be entering the initial phase of the ST2 RtI model for elementary schools

##### Title I, Part C- Migrant

Although Dr. Manuel C. Barreiro does not have a migrant population, the District provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

##### Title I, Part D

N/A

##### Title II

The District uses supplemental funds for improving basic education as follows:  
 \*training to certify qualified mentors for the New Teacher (MINT) Program  
 \*training for add-on endorsement programs, such as Reading, Gifted, ESOL  
 \*training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

##### Title III

Dr. Manuel C. Barreiro Elementary School expects to apply for funds for the Title III grants as available this year. Morning tutorial opportunities will be offered to the English Language Learners in third through fifth grades.

##### Title X- Homeless

Although Dr. Manuel C. Barreiro Elementary School does not have a homeless assistance program, the District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

##### Supplemental Academic Instruction (SAI)

Dr. Manuel C. Barreiro Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

##### Violence Prevention Programs

Dr. Manuel C. Barreiro Elementary is proposing to have the Drugs and Alcohol Resistance Education (D.A.R.E.) program implemented for our fifth grade students in the 2009-2010 school year. The entire student body receives Conflict Resolution education through the classroom teachers and student services personnel. Dr. Manuel C. Barreiro Elementary School will offer counseling and coping strategies in the areas of bullying, self-esteem, non –violence anti-drug and family related issues.

#### Nutrition Programs

Dr. Manuel C. Barreiro Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

Not Applicable

#### Career and Technical Education

Not Applicable

#### Job Training

Not Applicable

#### Other

##### Parental

Dr. Manuel C. Barreiro Elementary has partnered with Florida International University's FLASH program. The Families Learning at School and Home (FLASH) family literacy academy project will provide a family English literacy initiative at this school site. FLASH is designed to improve the literacy/ESL skills of parents/caregivers and their children, and to promote the participation of linguistically and culturally diverse parents in the educational process of their children. An intergenerational approach is utilized with culturally relevant curricula and strategies specifically designed for linguistically diverse parents. While in the program, families participate in intensive cycles of 120-140 hours of instruction and intergenerational literacy activities.

Dr. Manuel C. Barreiro Elementary School will involve parents in the planning and implementation of the Title I Program. An open invitation to our school's Parent Resource Center will be extended in order to inform parents of the available programs, their rights under No Child Left Behind and other referral services.

Dr. Manuel C. Barreiro Elementary School will also increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student): our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Dr. Manuel C. Barreiro Elementary School will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Dr. Manuel C. Barreiro Elementary School will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Reports (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with the NCLB Section 1118.

#### Response to Instruction/Intervention (RtI)

##### School-based RtI Team

Identify the school-based RtI Leadership Team.

Dr. Manuel C. Barreiro elementary School's RtI Leadership Team will consist of the Principal, Assistant Principals, Reading Coaches, Guidance Counselor and Student with Disabilities (SWD) teachers.

The Principal and Assistant Principals will use data to positively impact student achievement, ensure a safe school, improve attendance and promote student achievement using data to drive instruction and provide an early intervention.

The Principal will provide the resources needed to improve student achievement.

The Reading Coaches will provide vital information about the curriculum and will gather, collect and analyze data. The Reading Coaches will provide support for low achieving students who are not working on grade level as well as for Tier 1, 2 and 3 students. They will use Sunshine State Standards to remediate low performing benchmarks. Resources will include but not be

limited to research-based programs, Internet-based programs, District state-adopted textbooks and materials, and tutorial programs.

The guidance counselor will provide support to staff, students and parents. The guidance counselor will assist with identifying data trends with subgroups and assist with intervention strategies. She will also work with targeted students that are not meeting grade level mastery and Tier 1, 2 and 3 students. They will provide them with one-on-one counseling in order to promote positive self esteem. They will provide parents with a home to school connection in order to assist their children with effective strategies and interventions.

The Exceptional Student Education teachers will collaborate with general education teachers to identify students who are having challenges meeting benchmark levels and who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership Team will work collaboratively with teachers, staff and students in order to promote a positive learning environment. They will focus on solving academic issues, providing staff with professional development opportunities and providing feedback on data analysis, curriculum needs and Sunshine State Standards benchmarks.

The RtI Leadership Team will meet once a month to discuss testing trends among subgroups and interventions that would be appropriate. They will also identify students who are high achievers and discuss best practices and enrichment strategies.

The RtI Leadership Team will provide a forum for input from the staff regarding instructional approaches and solutions to teaching challenges.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; The RtI Team will serve as a monitoring body for the implementation, with fidelity, of the instructional strategies and intervention program for all students.

The RtI Leadership Team at Dr. Manuel C. Barreiro Elementary will meet with the Principal and members of the School Advisory Council (SAC) to develop and review the School Improvement Plan (SIP). The members looked at the previous year School Improvement Plan and assessment data in order to address the needs of the school. The team targeted low achieving students and Tier 1, 2, and 3 students.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Dr. Manuel C. Barreiro Elementary's RtI will utilize information from all sources of data to guide decisions and policies for all students to adjust instructional strategies and focus; adjust behavior management strategies; target professional development; and adjust resources to maximize the potential of all team members.

Beginning of the Year Assessments/Baseline Assessments:

Baseline Assessment

Progress Monitoring and Reporting Network (PMRN)—Progress Monitoring

Florida Comprehensive Achievement Test (FCAT)

Florida Assessments for Instruction in Reading (FAIR)

Interim Assessment

Mid Year Assessments:

FAIR

Interim Assessment

Jumpstart Test

End of the Year Assessments:

Florida Comprehensive Assessment Test (FCAT)

Stanford Achievement Test (SAT)

CELLA

FAIR

Progress Monitoring and Reporting Network (PMRN)---Progress Monitoring

Describe the plan to train staff on RtI.

Dr. Manuel C. Barreiro Elementary will provide Professional Development through Professional Learning Communities after students are dismissed. This will occur monthly throughout the school year.

The RtI Leadership Team will meet to review students' academic data, the SIP and provide professional development

opportunities on an as-needed basis.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

**Strengths:** In Reading, 72 percent of students in grade three scored a level 3 or higher on the 2009 FCAT Reading Test. Eighty-four percent of students in grade four scored a level 3 or higher. In Mathematics, 80 percent of students in grade three scored a level 3 or higher. Eighty-one percent of students in grade four scored a level 3 or higher. Based on the 2009 administration of the FCAT Reading Test, 67 percent of students in grade three scored at mastery level on the all of the Reading clusters, Seventy five percent of students in grade four scored at mastery level on the benchmark Reference and Research. Seventy-one percent of students in grade three scored at masterly level on the Data analysis and Geometry clusters. Seventy-five percent of students in grade four scored at mastery level on the Measurement cluster. .

**Weaknesses:** The fourth grade writing scores are slightly below the district's average for students scoring 3.5 and above. Sixty-eight percent of students scored a 4.0 or above which is also below the 72% average for the district. Only 64% of fourth grade students scored at a level of 4.0 or higher in the expository portion of the FCAT writing essay. In mathematics, only sixty-three percent of students in grade three scored at mastery level on the Measurement cluster.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Dr. Manuel C. Barreiro Elementary created Instructional Focus Calendars (IFC) in June 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.

The 2009 FCAT results were utilized to develop the IFCs. Data results from the September Pre-Test, and December Mid-Term Test will also be utilized.

Teachers may utilize IFC's developed by the District as a guide for providing instruction to students.

Using the FCAT results and the Interim Data results, benchmarks that indicated weaknesses and strengths will be selected.

Duration of instruction for each benchmark will be based on the amount of time needed to provide adequate instruction to students on the benchmarks prior to FCAT testing.

The Administrative team will conduct classroom visits, review lesson plans, conduct teacher and student data chats and schedule monthly grade level meetings to discuss student progress toward achieving benchmarks.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor/buddy assigned to them, and participate in the process of observing other teachers who are successful. The reading coach and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during team meetings.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. The Reading Coach will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

**Reading:** Main Idea/Purpose was above the district average but still the least proficient. It has been determined to be a weakness. Emphasis will be put on this strand.

**Writing:** Expository prompts were identified as a weakness. Emphasis will be put on this strand.

**Mathematics:** Measurement was determined to be a weakness. Emphasis will be put on this strand.

**Science:** Scientific Thinking was the least proficient strand for the district and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Low performing students were identified as per the results of their FCAT scores. Students scoring in achievement levels 1 and 2 were placed strategically with teachers whom could better serve their needs.



Students are assigned to teachers based on the students' academic needs as well as teacher's strengths and academic expertise.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Academic assignments are presented in real-world settings with hands-on activities. Students are encouraged to use technology in math, reading and science.  
Dr. Manuel C. Barreiro students are exposed to a variety of careers and vocations throughout the school year with a culminating Career Day activity. This process allows the students to understand the relationship between their studies and the world of work.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students at the elementary level do not have course selections, however, every effort is made to expose students to the academic options that will be available to them as they approach the middle school level.  
Dr. Manuel C. Barreiro Elementary offers students courses in art, music, physical education and Spanish. In addition, numerous extracurricular activities provide students with opportunities to explore areas of personal interest.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

IFC's will be created by the District. Grade level chairs will meet and create Instructional Focus Calendars for teachers that prefer a school-wide IFC. Grade level teachers will meet to plan instruction based on the students' needs.

Teachers will meet on a regularly scheduled basis to review student data. Best practices and resources that lead to success for students will be utilized.

How are instructional focus lessons developed and delivered?

Focus lessons will be provided by the reading coach for each benchmark based on a review of previous assessments where students were struggling.  
The focus lessons selected by the reading coach are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

The revision or re-teaching of focus lessons will be based on student mastery of skills. Differentiated instruction will be used to address the needs of the students that did not meet mastery the first time the lesson was introduced.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Assessments will be created using the Edusoft based system. Weekly classroom assessments will provide an ongoing review of student improvement. Scheduling of assessments will be based on the Instructional Focus Calendar. Interim Assessment Tests will be administered Fall 2009 and Winter 2010.

The Interim Assessments will be given for Reading, Mathematics and Science. Assessments will test students' knowledge of the subject area benchmarks. Students scoring below sixty five percent on the Interim Assessments will receive additional assistance using differentiated instruction.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 75%. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60%, additional instruction and practice opportunities for those students earning between 60-75%, and

enrichment/advanced instruction to students earning 76%-100%.

#### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students who achieve mastery will be given enrichment activities such as special projects, supplemental lessons and time at instructional centers to increase their achievement levels. Additionally, constant reinforcement and application of benchmarks will be built into the instructional focus calendar.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet as a grade level and discuss summative and formative assessment data. They will meet during their grade level meetings once a month.

Meetings will be facilitated by the grade level chairperson. The chairperson will take notes of best practices shared during the meeting. He/she will also provide an agenda and sign in sheet. Administrators will attend meetings and provide feedback.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

In addition to informal observations gained from ongoing walk-throughs, the Principal and Assistant Principal will meet with teachers either during monthly meetings, quarterly data chats or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

The reading coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. If individual teachers require more support, arrangements shall be made for peer collaboration to take place with the grade level/department chair as needed.

The Leadership Team may also assist teachers with instructional focus. The Leadership Team may do so by modeling lessons and/or providing materials and resources to meet the needs of students. Teachers will maintain data binders and monitor student progress.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core Reading Program used is Houghton-Mifflin. The school will utilize Voyager Passport for intervention purposes in reading instruction and will closely monitor intervention results through monthly and interim assessments. In addition, teachers will also focus on individual needs through differentiated instruction.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

The school will utilize Voyager Passport for intervention purposes in reading instruction. Technology-based programs such as Riverdeep, FCAT Explorer, and Ticket To Read will be utilized for intervention and enrichment. Best practices shared in Professional Learning Communities and resources provided at professional development workshops will also be utilized.

How does the school identify staff's professional development needs to improve their instructional strategies?

Student performance on state assessments, district assessments, and curriculum based assessments will drive the recommendations for staff professional development. In addition, teacher feedback will be used to determine personal areas of growth.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students that scored at a Level 1 one or two of the 2009 FCAT administration, along with Tier 2 and 3 students are being targeted for intensive instruction/intervention. Other students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/intervention. ELL students not making mastery will be offered before-school assistance via Title III grant monies (if available), as well as

assistance during the regular school day from the reading coach, and other instructional staff members.

How will the effectiveness of the interventions be measured throughout the year?

Instructional personnel will meet with the Leadership Team and the Principal to discuss the strengths and weaknesses of students in need of tutoring. The team will determine if there are external factors that may be affecting student progress (i.e. behavior, attendance). Those issues will be addressed and appropriate intervention will take place in need of tutoring. Student mastery of interventions will be determined by results of periodic assessments, academic performance and teacher observation.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Teachers will provide enrichment activities to those students that are working above grade level and have demonstrated the ability to benefit from these activities. Instructional materials and resources will be available to the teachers.

To support acceleration and enrichment activities, teachers will use flexible grouping to ensure that groups are not stagnant. To challenge advanced learners to include complex tiered activities, teachers will incorporate learning centers with open-ended inquiry. Research and independent studies will also be used to develop student interest. Students requiring alternative placement will be referred to advanced academic programs such as the school's gifted program.

Describe how students are identified for enrichment strategies.

Students are identified based on state-wide assessments. Those students scoring a 90th percentile or above are identified as being able to participate in enrichment strategies. Students are also identified by teacher recommendation, performance and evidence, district and in-house school assessments.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Kindergarten teachers, Reading Coaches, SPED Teacher, and ESOL Teacher	Reading Coaches, Grade level Chairperson	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.
2nd grade teachers, Reading Coaches, SPED Teacher	Reading Coaches, Grade level Chairperson	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.
3rd grade teachers, Reading Coaches, SPED Teacher, and ESOL Teacher,	Principal, Assistant Principal Reading Coaches, Grade level Chairperson	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.
4th grade teachers, Reading Coach, SPED Teacher, and ESOL Teacher	Principal, Assistant Principal, Reading Coaches	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.
5th grade teachers, Reading Coach, Math Coach, SPED Teacher, and ESOL Teacher	Principal, Assistant Principal Reading Coaches, Grade level Chairperson	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.
SPED Teachers	Principal, Assistant Principal Reading Coaches, ESE Chairperson	Monthly	During Common Planning Time Thursday	Analyze student data, progresses, strategies, and best practices and determine if any revisions are necessary.

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

### Pre-School Transition

Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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 Kindergarten Readiness Screener (FLKRS) in order to assess student readiness rates.

Teachers will use the Developmental Skills Checklist (DSC) to determine students' print/letter knowledge and level of phonological awareness and processing skills. They will also administer the academic school readiness assessments which deal with the area of social/emotional development.

All data will be collected and analyzed prior to September 2009. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions.

Dr. Manuel C. Barreiro Elementary will host a Kindergarten Orientation for parents of students entering kindergarten in the Fall. The purpose of this meeting will be to provide parents with useful tips of the social and academic expectations for their children to be successful in the pre-school transition in August. Academic benchmarks for the first 9 weeks of school will be distributed, as well as literature on helping early learners to become independent.

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Not Applicable

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 3-4 80% of students achieved high standards mastery on the 2009 administration of the FCAT Reading Test.</p> <p>The lowest scoring content clusters for fourth grade were Main Idea/Author's Purpose and Comparison and Contrast with 65% mastery. Third grade students scored 67% mastery in all content clusters.</p> <p>Annual learning gains were achieved by 76% of students in third and fourth grade.</p> <p>70% of students in the lowest quartile made an annual learning gain.</p>		<p>Given instruction using the Sunshine State Standards, 81% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase reading in all content areas and student exposure to informational texts.	1. Principal Reading Coach	1. Administration of assessments and student work.	1. Focused walkthroughs, lesson plans and benchmark assessments
2	2. Integrate computer-assisted technology, such as Reading Plus, FCAT Explorer and Accelerated Reader.	2. Principal, Assistant Principal, Reading Coach	2. Maintain and review reports generated by computer software and use Edusoft to analyze data to determine strengths and areas for improvement to guide instruction.	2. Reports generated from computer based programs
3	3. Monitor students who scored a Level 1 or Level 2 on the 2009 FCAT Reading Test for small group instruction. Provide students with differentiated instruction.	Principal, Assistant Principal, Reading Coach	3. Administration will review student grouping charts and lesson plans frequently to target needs of students based on assessments.	3. Classroom walkthrough log and focused walkthroughs to determine frequency of Guided Reading Groups Benchmark assessments. Pre- and Post- Test data results Interim Assessment.

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 81% of the students in grades 3-5 will achieve	1. Effective strategies for using technology-assisted programs such as, Ticket to Read, Reading Plus, Accelerated Reader and FCAT Explorer	Professional Development Liaison, Media Specialist	October 2009	Data sheets documenting scores for Ticket to Read, Reading Plus, Accelerated Reader and FCAT Explorer.	Principal

mastery for reading on the 2010 FCAT Reading Test.					
Given instruction using the Sunshine State Standards, 81% of the students in grades 3-5 will achieve mastery for reading on the 2010 FCAT Reading Test.	2. Effective use of differentiated instruction.	2. Effective use of differentiated instruction.	September 2009	Classroom Observations	Principal, Assistant Principal

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Edusoft/Examview	District Funds	\$4,480.00
		Total: \$4,480.00
Technology		
Description of Resources	Funding Source	Available Amount
Voyager Ticket to Read	District Funds	\$4,800.00
		Total: \$4,800.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Substitute Funding	\$1,300.00
Florida Assessments for Instruction in Reading (FAIR)	Substitute Funding	\$2,000.00
		Total: \$3,300.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$12,580.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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<p>In grades 3-4, 83% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.</p> <p>The fourth grade students scored evenly across the geometry, algebraic thinking, and data analysis with 71% mastery. Third grade students scored 63% mastery in the measurement content cluster.</p>		<p>Given instruction using the Sunshine State Standards, 84% of students in grade 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monitor students that scored a Level 1 or Level 2 on the 2009 FCAT Mathematics Test.	1. Assistant Principal	1. Assistant Principal	1. Interim Assessments and Baseline Assessments
2	2. Create a schedule to conduct teacher and student data chats to discuss best practices.	2. Principal, Assistant Principal	2. Agendas and sign-in sheets.	2. Interim Assessments and Baseline Assessments
3	3. Provide students with a variety of activities that require using measurement tools and opportunities to investigate the accuracy of their measurements.	3. Principal, Reading Coach	3. Administration of assessments and student work.	3. Focused walkthroughs, lesson plans and benchmark assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 84% of students in grade 3-5 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Professional Development will focus on the effective use of technology – assisted programs.	Professional Development Liaison, Media Specialist	October 2009	Data sheets documenting scores for FCAT Explorer and Riverdeep.	Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Riverdeep	District Funds	\$4,000.00
		Total: \$4,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Effective use of mathematics manipulatives	Substitute Funding	\$1,800.00
		Total: \$1,800.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,800.00

# Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Dr. Manuel C. Barreiro Elementary did not have a fifth grade class during the 2008-2009 school year. The needs are assessed from the district's average of 48% of fifth grade students achieving high standards for on the 2009 FCAT Science assessment. The lowest performing content clusters for the district averages for the Earth and Space and Scientific Thinking.		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop Professional Learning Communities of elementary science teachers in order to collaborate, design and implement strategies to increase rigor through inquiry-based learning in science.	1. Principal, Assistant Principal	1. Teachers will meet to discuss planning for inquiry based learning.	1. Scores on the Interim Assessments
2	2. Utilize grade five supplemental science curriculum materials in order to facilitate a science inventors' fair.	2. Assistant Principal	2. Supplemental materials and resources will be utilized with fidelity and monitored by the Principal and Assistant Principals.	2. Scores on the fall and winter Interim Assessment and Baseline Assessment
3	3. Develop and implement inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in scientific thinking.	3. Classroom Teachers	3. Teachers will design and develop science lessons to increase scientific thinking.	3. Scores on the Baseline Assessment and Interim Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Technology-Assisted Programs.	Professional Development Liaison	December 2009	Data sheets documenting scores for GIZMOS, FCAT Explorer and Riverdeep.	Principal and Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman Science Series	District Funds	\$27,434.00
		Total: \$27,434.00
Technology		
Description of Resources	Funding Source	Available Amount
GIZMOS Riverdeep	District Funds	\$6,400.00
		Total: \$6,400.00



Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Release Time Effective use on GIZMOS, Riverdeep, and FCAT Explorer	Substitute Funding	\$1,200.00
		Total: \$1,200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$35,034.00		

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grade 4, 68% of students achieved a combined score of 4.0 and or above on the 2009 administration of the FCAT Writing Test.</p> <p>Despite meeting AYP proficiency standards, only 64% of students who tested in the area of expository writing scored a 4.0 or above while 68% of students tested in the area of narrative writing. scored high standards.</p>		<p>Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 69% of the 4th grade students will achieve a 4.0 or above.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Implement a school-wide writing program including the administration of monthly writing prompts to provide teachers with data to guide and adjust writing instruction.	1. Reading Coach. RtI Leadership Team	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	1. Effectiveness will be determined through a quarterly review of data reports.	
2. Conduct writing chats with students in order to analyze and monitor student writing and to create academic goals for struggling writers.	2. Principal	2. During classroom visits, the Principal and Assistant Principal will observe students' writing prompts and data sheets monitoring student progress.	2. Improvement on the District Writing Post –Test and student journals.	
3. Utilize graphic organizers during writing instruction to assist students in enhancing their abilities, such as to create a topic sentence, provide supporting details, cite examples, include vivid and specific language, and utilize concluding statements within their writing.	3. Reading Coach, Grade Level Chairs	3. Administration review of student writing work folders	3. Lesson Plans, Student Writing folders	

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing	Adding support to an expository essay	Reading Coach	October 2009	Modeling of Lessons Classroom Walkthroughs	Assistant Principal

Test, 69% of the 4th grade students will achieve a 4.0 or above.					
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Not Applicable		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Not Applicable		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary coverage for professional development	Substitute funding	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
This will be the first year that Dr. Manuel Barreiro Elementary School met requirements to become a Title I school. There is a need to increase parental participation.			The school will increase the number of parent contacts by 1% by June 2010.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school to provide parents with FCAT strategies.	1. Principal	1. Review parent telephone logs.	1. Parent Attendance sign-in sheets
2	2. Use of CoNect Ed messaging System to inform parents of school information and events.	2. Principal	2. Collect participation data.	2. Title I Administration 2. Collect participation data.
3	3. Maintain parental telephone logs and activity reports	3. Grade Level Chairs, Title I designee	3. Tally Parental Involvement Monthly School and Activity	3. Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action A Practitioner's Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Effective will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Not Applicable		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Not Applicable		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Not Applicable		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Workshops	School Funds	\$600.00
		Total: \$600.00
		Final Total: \$600.00

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Edusoft/Examview	District Funds	\$4,480.00
Mathematics	Manipulatives	Title I	\$2,000.00
Writing	Not Applicable		\$0.00
Science	Scott Foresman Science Series	District Funds	\$27,434.00
Parental Involvement	Not Applicable		\$0.00
			Total: \$33,914.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Ticket to Read	District Funds	\$4,800.00
Mathematics	Riverdeep	District Funds	\$4,000.00
Writing	Not Applicable		\$0.00
Science	GIZMOS Riverdeep	District Funds	\$6,400.00
Parental Involvement	Not Applicable		\$0.00
			Total: \$15,200.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Substitute Funding	\$1,300.00
Reading	Florida Assessments for Instruction in Reading (FAIR)	Substitute Funding	\$2,000.00
Mathematics	Effective use of mathematics manipulatives	Substitute Funding	\$1,800.00
Writing	Temporary coverage for professional development	Substitute funding	\$1,000.00
Science	Substitute Release Time Effective use on GIZMOS, Riverdeep, and FCAT Explorer	Substitute Funding	\$1,200.00
Parental Involvement	Not Applicable		\$0.00
			Total: \$7,300.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Parent Workshops	School Funds	\$600.00
			Total: \$600.00
			Final Total: \$57,014.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds are projected to be utilized for incentives for Student Achievement throughout this school year (Certificates, Award Pins, Medals, Honor Roll Breakfasts, etc.)Other ideas of the funds will be considered at the	4000

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Dr.Manuel C.Barreiro Elementary School. Listed below are some of the functions of the SAC:

- Reach out to community to obtain more partners
- Sponsor drives to increase parent involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Continue to work with identified Dade Partners on School Improvement Projects
- Approve and monitor implementation of SIP

## SAC Members

### Members

- 1) PATRICIA G MORALES, Principal
- 2) YVETTE RODRIGUEZ, SAC Chair
- 3) CHELSEA PEREZ, Student
- 4) DENISE ROBLES, Teacher
- 5) ALINA ALPIZAR, Teacher
- 6) ALISSA AVILA, Teacher
- 7) SYLVIA CRESPO, Teacher
- 8) EDUARDO BAREA, Business Member
- 9) JOHN FRAZIER , Business Member
- 10) MIKE HERNANDEZ , Business Member
- 11) VERONICA MARRERO, Business Member
- 12) JEANETTE FRANCESCHI, Parent
- 13) BARBARA RODRIGUEZ, Parent
- 14) MYRIAM APARICIO, Parent
- 15) JULISSA PORRO, Parent
- 16) DULCE CASTRO, School Support Personnel
- 17) HENRY IBANEZ, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Dade DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL 0211												
Number of students enrolled in the grades tested:													Did the School make Adequate Yearly Progress? YES												
<a href="#">Click here to see Number of students in each group</a>													Read: 277			2008-2009 School Grade <sup>1</sup> : A			Math: 277						
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	80	Y	83	Y			Y			NA		20	NA		17	NA	79	NA	73	NA	
WHITE		NA		NA		NA		NA			NA			NA		NA		NA		NA					
BLACK		NA		NA		NA		NA			NA			NA		NA		NA		NA					
HISPANIC	100	Y	100	Y	78	Y	83	Y			Y			NA		22	NA		17	NA	77	NA	72	NA	
ASIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA		NA		NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y	83	Y			Y			NA		21	NA		17	NA	80	NA	73	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	71	Y	81	Y			Y			NA		29	NA		19	NA	71	NA	75	NA	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA		NA		NA		NA					

# SCHOOL GRADE DATA

Dade School District DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	84%	48%	300	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	59%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	68% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

School District 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
						Writing and Science: Takes into account the %

% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested