Miami-Dade County Public Schools

Snapper Creek Elementary School

2016-17 Schoolwide Improvement Plan

Snapper Creek Elementary School

10151 SW 64TH ST, Miami, FL 33173

http://snappercreek.dadeschools.net/

School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Snapper Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Snapper Creek Elementary School will incorporate an interdisciplinary curriculum to provide a high quality education and develop life-long learners who will be contributing citizens in our ever-changing world.

b. Provide the school's vision statement.

The vision of Snapper Creek Elementary School is to embrace and nurture the potential in each of our students, and empower them to become active learners prepared to meet the challenges of the future .

2. School Environment

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

Snapper Creek Elementary School addresses students' cultures as applicable to appropriate grade levels, including but not limited to:
-History of Holocaust
-History of African Americans
-Hispanic Contributions
-Women's Contributions
-Sacrifices of Veterans
-Embed cultural activities within curriculum and daily assignments
-Values Matter Miami

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

Snapper Creek Elementary School incorporates throughout the school day essential components that help develop a safe and positive educational environment that include but not limited to:
-positive teacher student relationships
-a nurturing atmosphere
-clear and consistent expectations for behavior
-routines
-proactive interventions
-Values Matter Students of the Month
-Star Students
-Bee Patrol

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

Snapper Creek Elementary School incorporates a school wide behavioral intervention plan that addresses student engagement within a school-wide recognition system. Prevention strategies are

built into the school's core and are accessible to all students. The strategies implemented build a school-wide structure and a positive climate that promotes and supports appropriate behavior.

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

Snapper Creek Elementary School develops and implements a comprehensive school counseling program with dedicated time for core classroom guidance instruction on the expectations of appropriate behavior, learning strategies, self-management skills and social skills.

3. Early Warning Systems

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

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

Attendance is targeted for students with 5 or more absences. Students are referred to the Attendance Review Committee (ARC). The ARC consists of the school counselor, administrator, social worker and two teachers. Students exhibiting continuous disruptive behaviors are referred for counseling and/or intervention strategies. Strategies are monitored through the Response to Intervention process. Students with a previous retention or students exhibiting substantial deficiency receive intensive intervention in the core areas. Progress monitoring is conducted quarterly to gauge progress and realign instruction and intervention strategies.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	4	0	0	2	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	5	4	3	10	3	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	2	11	21	6	46	36	0	0	0	0	0	0	0	122

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	8	4	25	23	0	0	0	0	0	0	0	65

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

Students identified as requiring Tier 2 and Tier 3 interventions in Reading and Mathematics receive targeted intensive instruction during, before and after school. The Response to Intervention team closely monitors the progress and the effectiveness of the interventions. The ARC meets monthly to monitor student attendance, policies and procedures and ensures they are enforced consistently. Attendance data is collected and monitored to implement interventions when students begin to exhibit patterns of poor attendance.

B. Family and Community Engagement

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

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

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

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

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

2. Description

Many opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, some parents are unable to attend. Strategies utilized to enhance parent participation in school activities include apprising parents of the different opportunities to volunteer at the school site such as the Media Center, "Lunch Bunch" and other events the school sponsors; and encouraging parents to become approved school volunteers. Action steps taken to support these strategies include announcing all school activities via the school calendar, newsletter, and Connect-Ed announcements. The effectiveness of these strategies will be gauged by monitoring school volunteer logs on a quarterly basis and by monitoring the school calendar to ensure it provides information regarding all school events. Additionally, the administration will target students identified as being at risk and involved in interventions to ensure their parents are encouraged to participate in school volunteer opportunities or referred to appropriate agencies that can assist them in supporting their children's education.

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

Snapper Creek Elementary continues to solidify the existing relationships with its Parent Teacher Student Association (PTSA) and Dade Partners. The PTSA hosts various school/community activities each year, and provides funding to enhance the school's technology resources, purchase additional instructional materials, and procure incentives for student achievement. The school's Educational Excellence School Advisory Council also plays an active role in developing strategies and activities aligned with the school's goals, vision and mission.
The success of Snapper Creek Elementary School is attributed to the collaboration among and contributions of all stakeholders. Additionally, curricular support is provided for our students outside school hours. The YMCA After School Care Program provides academic support as well as tutoring services for enrolled students.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Rodriguez, Cory	Principal
Lozano-Rodriguez, Elizabeth	Assistant Principal
Medrano, Roseanna	School Counselor
Santana, Annerys	Teacher, K-12
Saavedra, Ivette	Teacher, K-12
Rodriguez, Barbara	Teacher, K-12
Sanabria, Barbara	Teacher, K-12
Alonso, Nidia	Teacher, K-12
Sosa, Maisbert	Teacher, K-12
Prince, Andrew	Instructional Media
Mendiola, Christina	Teacher, ESE

b. Duties

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

Tier 1(Leadership Team)

•Administrator(s): Mirta Segredo and Elizabeth Lozano-Rodriguez will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and Multi Tiered System of Supports (MTSS) problem solving.

• Primary Teacher (Annerys Santana)
• Mathematics & Science Intermediate Teacher (Maisbert Sosa)
• Reading/Language Arts Intermediate Teacher (Nidia Alonso)
• Special education personnel (Karen Brown)
• School guidance counselor (Roseanna Timmons)
• School psychologist (Yania Gomez)
• School social worker (Janet Delgado)

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review the effectiveness of strategies, infrastructure, and implementation of the building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parents/guardians make up the Tier 3 SST Problem Solving Team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (see SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part C- Migrant

The school 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
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 Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the

rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) 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.

HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Mirta R Segredo	Principal
Elizabeth Lozano-Rodriguez	Education Support Employee
Roseanna Medrano	Education Support Employee
Maria Carrasquillo	Teacher
Vanessa Martinez	Teacher
Andrew Prince	Teacher
Alicia Soeder	Teacher
Nidia Alonso	Student
Rosy Cabrera	Teacher
Sandra Montes	Education Support Employee
Natalie Cervera	Parent
Pedro Montero	Parent
Jessica Drago	Parent
Marilyn Varona	Parent
Allison Gonzalez	Parent
Angie Toffoli	Parent
Rhonda Smith	Business/Community
Zuriel Carbo	Parent
Kyle Varona	Student
Andrew Borgen	Parent
Karen Valero	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (SAC) committee collaborated and reviewed the goals and strategies implemented through the School Improvement Plan to determine effectiveness during the 2015-2016 school year.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (SAC) committee was actively involved in the evaluation of school performance data and the preparation of the school's improvement plan. At each monthly meeting, the SAC discussed current performance data and analyzed how these indicators

related to the goals of the SIP. Based on the findings that had been noted throughout the 2015-2016 school year, the SAC reviewed the recommendations made by each grade level for the development of the 2016-2017 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

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

The Educational Excellence School Advisory Council (SAC) committee assisted in the decision making process and approval of expenditures of the School Recognition Funds and the School Budget.

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

School improvement funds were allocated to enhance classroom instruction through purchase of materials and
staff training. This year, funds will be used to support the purchase of school technology,
supplies, and incentive programs.
The amount allocated for each project is estimated as follows:
Technology: $
Supplies: $
Student recognition and incentives: $
Total project SAC budget is $

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Rodriguez, Cory	Principal
Lozano-Rodriguez, Elizabeth	Assistant Principal
Saavedra, Ivette	Teacher, PreK
Santana, Annerys	Teacher, K-12
Rodriguez, Barbara	Teacher, K-12
Sanabria, Barbara	Teacher, K-12
Medrano, Roseanna	School Counselor
Alonso, Nidia	Teacher, K-12
Sosa, Maisbert	Teacher, K-12
Mendiola, Christina	Teacher, ESE

b. Duties

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

The goal of the LLT is to ensure that all students at Snapper Creek Elementary have the opportunity to benefit from all programs that enhance reading across all curricular subjects. The team will take a proactive approach to the needs and strengths of all students by surveying teachers on their professional development needs, offer teachers professional development opportunities in programs that might enhance proficiency in reading, and analyze results of content clusters from the FSA ELA / Math andthe results of the IReady diagnostic to target student needs and strengths in the classroom. In addition, another primary focus of the team will be to assist in facilitating understanding the Florida Standards and the Next Generation Sunshine State Standards and ensure alignment with all curricular requirements. The LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

D. Public and Collaborative Teaching

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

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

Snapper Creek Elementary School embeds within the school master schedule structured collaborative planning sessions school-wide. Protocols and norms are at the core of the planning session to maximize the sharing of expertise, the development and the implementation of lessons infusing rigorous higher order thinking questioning strategies. Student improvement is monitored and instruction is modified as needed based on decisions made through the collaboration.

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

In an effort to recruit and retain highly qualified teachers, adequate mentoring, administrative support, and opportunities for professional feedback and development is facilitated.

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

Beginning teachers participate in the District's i3 Prep Mentoring and MINT program. Our new teachers work with an assigned mentor and complete a variety of activities to improve teaching performance and raise student achievement. New teachers are paired with an expert teacher in their grade level or department, typically the grade/department chair. The mentor teacher demonstrates expertise in instruction, classroom management, knowledge of content, materials, and methods that support high standards.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Snapper Creek Elementary School ensures core instructional programs and materials alignment to Florida Standards by following the MDCPS district pacing guides, items specifications and district mandated curriculum and programs to effectively plan and strengthen classroom practice.

b. Instructional Strategies

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

Data generated from the FSA/FCAT/SAT is utilized to target students in need of support and services. Results from IReady as well as the informal and formal classroom data is disaggregated to determine overall trends and to set school-wide goals. Based on the results of the data, the instructional schedule may be revised to accommodate need and service. Instruction is adjusted and lessons are planned accordingly to met the need of the students. District mandated intervention programs are implemented and schedules are adjusted to support instructional need.

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

Strategy: Extended School Day

Minutes added to school year: 2,520

Several initiatives are in place to increase the amount of instructional time for selected students. The amount of time varies from 30 minutes to 1 hour, depending on the option selected.

Strategy Rationale

To improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lozano-Rodriguez, Elizabeth, lozano@dadeschools.net

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

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. Data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Teachers collect the data and work with the MTSS/RtI Team to analyze the students' academic progress and evaluate instructional practices.

Strategy: Extended School Day

Minutes added to school year: 480

Students actively participate in inquiry learning experiences by developing questions and investigating to find solutions.

Strategy Rationale

To improve student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lozano-Rodriguez, Elizabeth, lozano@dadeschools.net

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

Demonstrating proficiency of the applications through formative assessments.

Strategy: Before School Program

Minutes added to school year: 1,680

A reading tutoring program will be offered to Limited English Proficiency students (ESOL Level 1-4 and Level 5 students within the 2 years), twice a week for two hours before school.

Strategy Rationale

ELL students not meeting proficiency need additional instructional time and assistance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lozano-Rodriguez, Elizabeth, lozano@dadeschools.net

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

The data from the Fall District Interim Assessment will be used to plan for instruction. Teachers will use differentiated instruction to reteach targeted reading skills. Data chats will be held with tutors and students.

2. Student Transition and Readiness

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

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

Efforts will be made to make contact and maintain positive relationships with several daycare providers in the community. These efforts will include having the managers visit the school site and

meet with the Pre-Kindergarten and Kindergarten teachers to review expectations and how their organization can support the school in various forms. School pamphlets describing the many programs such as full time Gifted and Extended Foreign Language (EFL) classes will be advertised and described. Pre-Kindergarten and Kindergarten teachers will provide an end of year and beginning of year orientation describing the programs and curriculum offered at the school. Additionally, parents will be invited to the school's Open House for added information regarding the school. Parents will be informed of the policies and procedures at the school site that involve lunch, arrival/dismissal, and volunteer requirements. Parents will also be apprised of the opportunities to become actively involved in the school life of their children with activities such as "Lunch Bunch" and "Grandparents' Day". The Parent Resource Center in the school's main office will provide various sources of information that support student and family needs. Some of these sources come from local agencies such as the UM Card Center and other behavior therapy agencies that work directly with Snapper Creek Elementary School.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔑 G087833

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	84.0
AMO Math - White	87.0
AMO Math - ELL	71.0
AMO Math - ED	81.0
FSA Mathematics Achievement	70.0
Math Gains	64.0
Math Lowest 25% Gains	63.0
AMO Reading - All Students	85.0
AMO Reading - Hispanic	85.0
AMO Reading - White	87.0
AMO Reading - ELL	70.0
AMO Reading - SWD	70.0
AMO Reading - ED	82.0
FSA ELA Achievement	70.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	86.0
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	37.0
FCAT 2.0 Science Proficiency	73.0
CELLA Writing Proficiency	77.0
Attendance rate	
Attendance Below 90%	
Attendance rate	
One or More Suspensions	
Students exhibiting two or more EWS indicators (Total)	

Targeted Barriers to Achieving the Goal 3

- Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team, district pacing guides, I-Ready, Think Central, Topic Assessments, Accelerated Reader, Discovery Education, Gizmos. P-SELL, Wonders, Wonderworks, LAFS Supplemental Toolbox
-

Plan to Monitor Progress Toward G1. `8`

The results of the IReady Diagnostic, formal and informal classroom assessments will be utilized to measure progress towards the goal.

Person Responsible

Elizabeth Lozano-Rodriguez

Schedule

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

Evidence of Completion

Informal and formal classroom assessments, student work

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]

🔑 G087833

G1.B1 Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity. [2]

🔑 B233521

G1.B1.S1 Increase rigor by infusing high order thinking strategies developed through collaborative sessions that incorporate structured planning in all content areas. [4]

🔑 S246413

Strategy Rationale

Increase student achievement.

Action Step 1 [5]

Conduct collaborative planning sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks.

Person Responsible

Cory Rodriguez

Schedule

Biweekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Agenda, sign-in sheets, exit slips, walk-throughs

Action Step 2 [5]

Provide opportunities to share best practices derived within the collaborative planning sessions.

Person Responsible

Cory Rodriguez

Schedule

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

Evidence of Completion

Agenda, sign-in sheets, exit slips

Action Step 3 `5`

Provide opportunities to observe the implementation of high yield instructional strategies within model classrooms.

Person Responsible

Cory Rodriguez

Schedule

Monthly, from 10/30/2016 to 2/24/2017

Evidence of Completion

Agenda, sign-in sheets, exit slips, walk-throughs

Action Step 4 `5`

Attend professional development to address high yield instructional strategies in Reading/ Language Arts and Writing.

Person Responsible

Cory Rodriguez

Schedule

On 6/8/2017

Evidence of Completion

Agenda, sign-in sheets, Reflective Slip

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

Conduct collaborative planning sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks.

Person Responsible

Cory Rodriguez

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walk-throughs, lesson plans and structured collaborative planning sessions agendas

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

Conduct classroom walk throughs to monitor increased rigor of instruction through the infusion of higher order thinking strategies and performance tasks.

Person Responsible

Cory Rodriguez

Schedule

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

Evidence of Completion

Lessons, authentic student work, student performance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3 🔑 A319706	Provide opportunities to observe the implementation of high yield instructional strategies within...	Rodriguez, Cory	10/30/2016	Agenda, sign-in sheets, exit slips, walk-throughs	2/24/2017 monthly
G1.MA1 🔑 M333013	The results of the IReady Diagnostic, formal and informal classroom assessments will be utilized...	Lozano-Rodriguez, Elizabeth	8/22/2016	Informal and formal classroom assessments, student work	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M333003	Conduct classroom walk throughs to monitor increased rigor of instruction through the infusion of...	Rodriguez, Cory	8/22/2016	Lessons, authentic student work, student performance data	6/8/2017 weekly
G1.B1.S1.MA1 🔑 M333004	Conduct collaborative planning sessions to promote the development of effective instructional...	Rodriguez, Cory	8/22/2016	Walk-throughs, lesson plans and structured collaborative planning sessions agendas	6/8/2017 biweekly
G1.B1.S1.A1 🔑 A319704	Conduct collaborative planning sessions to promote the development of effective instructional...	Rodriguez, Cory	8/30/2016	Agenda, sign-in sheets, exit slips, walk-throughs	6/8/2017 biweekly
G1.B1.S1.A2 🔑 A319705	Provide opportunities to share best practices derived within the collaborative planning sessions.	Rodriguez, Cory	8/22/2016	Agenda, sign-in sheets, exit slips	6/8/2017 monthly
G1.B1.S1.A4 🔑 A319707	Attend professional development to address high yield instructional strategies in Reading/Language...	Rodriguez, Cory	8/22/2016	Agenda, sign-in sheets, Reflective Slip	6/8/2017 one-time

V. Professional Development Opportunities

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

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

G1.B1 Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity.

G1.B1.S1 Increase rigor by infusing high order thinking strategies developed through collaborative sessions that incorporate structured planning in all content areas.

PD Opportunity 1

Conduct collaborative planning sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Biweekly, from 8/30/2016 to 6/8/2017

PD Opportunity 2

Attend professional development to address high yield instructional strategies in Reading/Language Arts and Writing.

Facilitator

J.Rodriguez

Participants

Instructional Staff

Schedule

On 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct collaborative planning sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks.	$0.00
2	G1.B1.S1.A2	Provide opportunities to share best practices derived within the collaborative planning sessions.	$0.00
3	G1.B1.S1.A3	Provide opportunities to observe the implementation of high yield instructional strategies within model classrooms.	$0.00
4	G1.B1.S1.A4	Attend professional development to address high yield instructional strategies in Reading/ Language Arts and Writing.	$0.00
		Total:	$0.00