

Miami-Dade County Public Schools

# Snapper Creek Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Snapper Creek Elementary School

10151 SW 64TH ST, Miami, FL 33173

<http://snappercreek.dadeschools.net/>

### Demographics

Principal: Cory Rodriguez R

Start Date for this Principal: 6/6/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	91%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (70%) 2017-18: B (57%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	76%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### **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.

#### **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.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Cory	Principal	The role of the school principal is to provide guidance and direction in the school to teachers and staff. Set goals to ensure students meet their learning goals as well as their social emotional needs. Supervise the day-to-day operations such as budget, personnel, curriculum and facilities.
Lozano-Rodriguez, Elizabeth	Assistant Principal	The role of an assistant principal is to support in the implementation of the curriculum and research-based programs. Collaborate with teachers to review data and create effective DI. Monitor the effective of the instructional strategies to ensure the needs of the students are addressed.
Saavedra, Ivette	Teacher, ESE	Ms. Saavedra's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs, especially ESE students. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Carrasquillo, Maria	Teacher, K-12	Ms. Carrasquillo's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Rodriguez, Barbara	Teacher, K-12	Ms. Rodriguez's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Prince, Andrew	Instructional Media	Mr. Prince's role is to support the implementation of the first grade standards by participating in collaborate planning and instructional delivery. As UTD Steward, Mr. Prince collaborates with administration on a variety of issues such as instructional and operational. He shares information with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Bouza, Giselle	Teacher, K-12	Giselle Bouza Grade Level Chair Department - K Ms. Bouza's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.

Name	Position Title	Job Duties and Responsibilities
Moreno, Julia	Teacher, K-12	Julia Moreno -Grade Level Chair Department - 1 Ms. Moreno's role is to support the development of her respective teachers through collaborate planning as well as data analysis to ensure academic strategies are aligned to the standards that enrich and remediate the needs of the learners.
Quintero, Tania	Teacher, K-12	Ms. Quinter's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
Gonzalez, Michelle	Teacher, K-12	Ms. Gonzalez's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared with other teachers and staff via department meetings, faculty meetings and EESAC meetings.
	School Counselor	Guidance Counselor (TBA) The counselor's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate intervention strategies, by subject and grade, that are aligned to the student's diverse needs. This information will be shared other teachers and staff via department meetings, faculty meetings and EESAC meetings.

## Demographic Information

### Principal start date

Saturday 6/6/2020, Cory Rodriguez R

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

**Total number of teacher positions allocated to the school**

12

**Total number of students enrolled at the school**

344



Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

## Demographic Data

### Early Warning Systems

#### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	57	65	60	56	70	0	0	0	0	0	0	0	343
Attendance below 90 percent	2	10	9	5	3	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	3	5	5	0	0	0	0	0	0	0	18
Course failure in Math	0	0	3	2	5	8	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	12	27	25	21	23	0	0	0	0	0	0	0	108

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	2	4	8	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	4	1	3	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 7/23/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****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	
Number of students enrolled	55	68	63	61	76	69	0	0	0	0	0	0	0	392
Attendance below 90 percent	8	7	8	1	6	7	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	2	7	3	0	0	0	0	0	0	0	19
Course failure in Math	0	0	3	2	9	6	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	1	9	7	0	0	0	0	0	0	0	24

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	3	1	3	2	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	62%	57%	68%	62%	56%
ELA Learning Gains				61%	62%	58%	65%	62%	55%
ELA Lowest 25th Percentile				50%	58%	53%	72%	59%	48%
Math Achievement				78%	69%	63%	66%	69%	62%
Math Learning Gains				79%	66%	62%	52%	64%	59%
Math Lowest 25th Percentile				74%	55%	51%	28%	55%	47%
Science Achievement				76%	55%	53%	46%	58%	55%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		-66%				
05	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-64%				
05	2021					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	53%	20%	53%	20%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress was closely monitored quarterly through data debriefing sessions within the grade levels/ departments. Close analysis of the data generated from the Benchmark and Topic Assessments was utilized to define goals and objectives of the secondary benchmarks and interventions were aligned to the identified needs.

In addition, grades K-5 used Reading and Mathematics iReady Data for AP1 for Fall AP2 for Winter and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.3	54.4	68.4
	Economically Disadvantaged	16.7	42.9	61.9
	Students With Disabilities	0	33.3	47.6
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.1	50.9	61.4
	Economically Disadvantaged	26.2	38.1	52.4
	Students With Disabilities	23.8	38.1	42.9
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.6	37.3	54.2
	Economically Disadvantaged	28.3	30.4	52.2
	Students With Disabilities	24.0	0	24.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.9	27.1	57.6
	Economically Disadvantaged	13.0	23.9	54.3
	Students With Disabilities	0	20.0	32.0
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.0	66.7	70.6
	Economically Disadvantaged	40.0	55.6	61.1
	Students With Disabilities	0	27.8	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.6	49.0	62.7
	Economically Disadvantaged	0	38.9	50.0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.2	51.5	63.8
	Economically Disadvantaged	37.5	49.1	60.7
	Students With Disabilities	16.7	24.1	33.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.5	55.2	67.7
	Economically Disadvantaged	14.3	51.9	66.1
	Students With Disabilities	0	31.0	40.0
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.5	60.0	60.0
	Economically Disadvantaged	42.6	51.1	57.4
	Students With Disabilities	0	32.0	28.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.8	60.0	73.4
	Economically Disadvantaged	31.9	59.6	71.7
	Students With Disabilities	0	32.0	56.0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	40.0	0
	Economically Disadvantaged	0	41.0	0
	Students With Disabilities	0	22.0	0
	English Language Learners	0	22.0	0

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	37	27	30	49	30	33	46				
ELL	59	48		62	43	40	57				
HSP	64	49	43	67	50	33	61				
WHT	47			60							
FRL	58	52	50	63	51	38	59				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	42	37	30	62	67	68	48				
ELL	65	57	47	74	84	71	60				
HSP	70	59	50	77	78	73	76				
WHT	69			83							
FRL	68	61	46	78	80	75	73				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	44	52	61	50	29	20	10				
ELL	51	67	78	56	47	29	17				
HSP	68	65	74	65	51	29	46				
FRL	67	68	78	64	53	32	43				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	



White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

The school to district comparison shows an increase in achievement gap from 3-5 grade in both ELA and Math except for 3rd grade that indicates a decrease of 3 percentage points. Proficiency levels for all ELA Subgroups increased except for SWD which decreased by 3 percentage points. Learning Gains for all ELA Subgroups decreased by an average of 10 percentage points. Learning Gains for the L25 in ELA decreased by an average of 30 percentage points. Proficiency levels for all Math subgroups increased by an average of 14 percentage points. Learning Gains for all Math Subgroups increased by an average of 32 percentage points. Learning Gains for the L25 in Math increased by an average of 44 percentage points. Proficiency levels in Science increased by an average of 35 percentage points.

2021 data findings:

Proficiency Levels and Learnings gains decreased significantly in all subjects. In ELA, a decrease of 7 percentage points was noted in proficiency and a decrease of 15 in Learning Gains when compared to the results of the 2019 FSA ELA. In Mathematics, a decrease of 12 percentage points was noted in proficiency and a decrease of 28 in Learning Gains when compared to the results of the 2019 FSA Mathematics. In Science, a decrease of 18 percentage points was noted in proficiency levels when compared to the 2019 SSA Results.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

ELA

All subgroups decreased by an average of 30 percentage points in Learning Gains.

2021 data findings:

ELA and Math

All subgroups decreased by an average of 15 percentage points in Learning Gains in ELA. All subgroups decreased by an average of 38 percentage points in L25 in Math. The significant decrease solidifies the need to implement rigorous instruction for all students to meet and surpass the

standards at the deepest conceptual level. The Tier 2 and Tier 3 students are identified and scheduled to attend additional interventions during the Spanish block to further address deficient skills.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

2019 data findings:

For the last 3 years we have been focusing on addressing our students' diverse educational needs by implementing a variety of instructional strategies aligned to the standards that have been geared to our students' individual needs. We have faced the challenge of closing the achievement gaps of our students in L25 that lack prerequisite skills and intrinsic motivation. We will continue to plan data driven instruction strategies to develop interventions, collaborative planning across grade levels, sharing Best Practices schoolwide, providing incentives to motivate students and facilitate Professional Development for the new standards.

2021 data findings:

Due to the pandemic, students varied in their instructional delivery and engagement which contributed to the loss of learning as evidenced by the FSA scores. After reviewing the proficiency levels and learning gains of the 2021 FSA ELA and Mathematics Assessments, the leadership team developed implementation steps to address the decline. Data analysis meetings were conducted to develop targeted instructional calendars that address secondary standards and identify prerequisites/deficient skills to drive differentiated instruction within the instructional block. Tier 2 and Tier 3 students are identified and scheduled to attend additional interventions during the Spanish block to further address deficient skills. Progress monitoring and data chats will be conducted quarterly to monitor the appropriateness of the intervention, intensity of instruction needed, and progress of the student.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2019 data findings:

Math achievement increased an average of 14 percentage points in grades 3-5 on the 2019 FSA, Math Learning Gains increased an average of 32 percentage points, Math Learning Gains L25 increased an average of 44 percentage points on the 2019 FSA. In addition, Science achievement in all Subgroups showed an average increase of 35 percentage points.

2021 data findings:

An overall significant decrease in proficiency and learning gains was noted in both ELA and Mathematics with the exception of a slight increase in ELA for grade 3. Grade 3 increased 5 percentage points in proficiency when compared to the 2019 FSA ELA results.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2019 data findings:

The contributing factors included a school-wide collaborative planning schedule that provided our teacher leaders an opportunity to share best practices, collaborate with other teachers to develop a robust instructional framework, plan for differentiated instruction and implemented a targeted intervention program to address students' identified needs. In addition, progress was monitored continuously and instructional strategies were realigned as needed.

2021 data findings:

Despite the various challenges due to the pandemic, various measures were implemented to

mitigate the much anticipated loss of learning. The Leadership Team reviewed the proficiency levels and learning gains of the 2021 FSA ELA and Mathematics Assessments, and developed implementation steps to address the decline. Data analysis meetings were conducted to develop targeted instructional calendars that address secondary standards and identify prerequisites/deficient skills to drive differentiated instruction within instructional block. Tier 2 and Tier 3 students are identified and scheduled to attend additional interventions during the Spanish block to further address deficient skills. ESSER funds were utilized to provide additional support in the classrooms for supplement the core instruction and interventions. ELL before and after school tutoring was provided to identified students for additional support. Progress monitoring and data chats were conducted quarterly to monitor the appropriateness of the intervention, intensity of instruction needed and progress of student. Grade levels engaged in data driven collaborative planning structures within grade level meetings.

### **What strategies will need to be implemented in order to accelerate learning?**

We created a collaborative planning schedule that provided our teacher leaders to share best practices, a robust instructional framework, plan for differentiated instruction and implemented a targeted intervention program to address students' identified needs. In addition, monitored progress continuously and realigned instructional strategies as needed.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teacher Leaders will facilitate in-house professional development, within grade- level meetings, to unpack the new ELA B.E.S.T Standards, the new McGraw Hill Reading Series and collectively analyze data. This will assist in the development of grade-level standard-based instructional strategies that address the needs of the learners. This will occur weekly during department meetings beginning August 2021 through May 2022.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Collaborative planning among grade levels will be scheduled weekly and led by grade level chairs. The Extended Learning Opportunities will be provided with before and after school tutoring and interventions. Additional support will be provided daily for students in Tier 2 and Tier 3 during Spanish in addition to targeted differentiated instruction during the instructional block. Progress will be monitored closely to quickly identify students not responding to interventions and realign as needed.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Leadership specifically relating to Instructional Leadership Team****Area of Focus Description and Rationale:**

School Climate survey results in the Leadership and Relationship Category, specifically question 10 with an increase of 58% dissatisfied responses.

**Measurable Outcome:**

If we successfully implement the Targeted Element of Instructional Leadership, then our percentage of "Agree" responses in the Leadership and Relationships Category on the School Climate Survey will increase by 5 percentage points.

**Monitoring:**

Monitoring will be conducted via Monthly Faculty Meeting agendas, Leadership Team agendas, School Based Safety Team minutes and Suggestion Box.

**Person responsible for monitoring outcome:**

Cory Rodriguez (pr5121@dadeschools.net)

**Evidence-based Strategy:**

Shared Leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

**Rationale for Evidence-based Strategy:**

As a result of shared leadership practices, teachers and staff will be included in shared decision making and will provided the opportunity to be teacher leaders within the school.

**Action Steps to Implement**

8/31-10/11 - Place a Suggestion Box in the Copy Room to encourage staff to anonymously share concerns.

**Person Responsible**

Cory Rodriguez (pr5121@dadeschools.net)

8/31-10/11 - Provide growth opportunities through professional development geared at building professional capacity. Teachers will be provided opportunities to turnkey information and skills learned during faculty meetings, department meetings, and leadership meetings.

**Person Responsible**

Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

8/31-10/11 - Allow teachers to participate in the decision-making process via EESAC, leadership, faculty, and grade-level meetings.

**Person Responsible**

Cory Rodriguez (pr5121@dadeschools.net)

8/31-10/11 - Allow all teachers the opportunity to have leadership roles in the school.

**Person Responsible**

Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

1/31 - 4/29 - Implement a cadre of teacher leaders to support and mentor teachers in the development of effective instructional strategies aimed at remediating deficiencies while infusing academic rigor.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

1/31 - 4/29 - Identify professional development needs to build capacity in teacher practice. This will be conducted by participating in department meetings, observations, reflective conversations and data results.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the targeted element of Differentiated Instruction. Our findings revealed a decrease of 5 percentage points in the learning gains of our L25 subgroup and a decrease of 15 percentage points in the overall learning gains of ELA.
<b>Measurable Outcome:</b>	If we successfully implement Differentiated Instruction , then both our L25 subgroup and overall ELA learning gains will increase by an average of 5 percentage points as evidenced by the 2022 state assessment.
<b>Monitoring:</b>	Walk-throughs, Lesson Plans, Data Analysis/Charts of iReady Topic and Benchmark Assessments, Grade Level Agendas, Leadership Meetings, Extended Learning Opportunities will be given to students in need of remediation.
<b>Person responsible for monitoring outcome:</b>	Cory Rodriguez (pr5121@dadeschools.net)
<b>Evidence-based Strategy:</b>	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
<b>Rationale for Evidence-based Strategy:</b>	Differentiated instruction is a teaching approach that tailors instruction to students' different backgrounds and learning styles. This approach includes analyzing data results to identify areas of strength and weakness to assist in the development of instructional strategies and interventions needed to remediate deficiencies and address the needs of the learners.

**Action Steps to Implement**

8/31-10/11 - Through grade-level planning, teachers will utilize available data sources, to create opportunities and develop plans for remediation through Differentiated Instruction to address weakest standards, benchmarks, and instructional technology deficiencies.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

8/31-10/11 - Administration and Leadership team will implement more data focused dialogue with teachers and staff during grade-level planning, department meetings, and leadership meetings. This collaborative effort will focus on the overall progress of all students specifically English Language Learner (ELL) and the L25 subgroups. Bi-Weekly meetings will be held within grade levels to analyze current data, effectiveness of resources and identify areas in need of remediation to realign instructional strategies to address deficiencies. Teachers and interventionists will continue to meet bi-monthly through common planning to address student data points and create fluid grouping based on student needs.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

8/31-10/11 - Implement a tracking system that is geared at monitoring the academic progress of the students in both the L25 subgroup and overall learning gains in Reading and Mathematics.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

8/31-10/11 - The administration will conduct walkthroughs during ELA and Mathematics with a focus on DI groups, student engagement and higher order questioning skills.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

1/31 - 4/29 - Results from the AP2 Reading Diagnostic assessment indicate an average increase of 21% of students in grades K-5 scoring on or above grade level and a 6% decrease of students scoring two or more grade levels below, as compared to AP1. Results from the AP2 Math Diagnostic assessment indicate an average increase of 24% of students in grades K-5 scoring on or above grade level and an 8% decrease of students scoring two or more grade levels below, as compared to AP1.

1/22-6/22-Analyze data generated from iReady AP2 and benchmark assessments to address needs of Tier 1 and Tier 2 students.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

1/31 - 4/29 - Monitor iReady usage and provide incentives for students meeting required minutes and passing score.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)



**#3. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** After reviewing the 2021 FSA data a significant decline was noted in Learning gains, L25 subgroups and iReady AP3. Teacher collaboration and planning is an essential component in closing the achievement gap. Our 2021 findings revealed a decrease of 5 percentage points in the learning gains of our L25 subgroup and a decrease of 15 percentage points in the overall learning gains of ELA.

**Measurable Outcome:** If we successfully implement collaborative planning, then all of our subgroups will increase in ELA LG by an average of 5%.

**Monitoring:** Walk-throughs, Lesson Plans, Data Analysis of iReady Topic and Benchmark Assessments, Grade Level Agendas, Leadership Meetings

**Person responsible for monitoring outcome:** Cory Rodriguez (pr5121@dadeschools.net)

**Evidence-based Strategy:** Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale for Evidence-based Strategy:** Collaborative Planning school-wide will ensure that teachers are developing high yield instructional strategies and implementing standards-based instruction.

**Action Steps to Implement**

8/31-10/11 - School administrators will develop a master schedule that facilitates common planning within grade levels and departments.

**Person Responsible:** Cory Rodriguez (pr5121@dadeschools.net)

8/31-10/11 - School administrators and department chairs will facilitate collaborative planning sessions within grade levels to identify resources and tools used to assess student progress and ensure alignment between standards-based instruction and assessment.

**Person Responsible:** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

8/31-10/11 - Develop focus calendars to address deficient standards and use data to develop DI groups and targeted lessons.

**Person Responsible:** Cory Rodriguez (pr5121@dadeschools.net)



8/31-10/11 - Monitor progress of the Tier 2/3 students bi-weekly to identify need, develop focus calendars to address deficient standards, use data to develop DI groups and appropriately target the individual student's specific need.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

1/31 - 4/29 - Realign the collaborative planning focus with an emphasis on solidifying instructional framework, intensifying direct writing instruction and infusing the utilization of Achievement Level Domain questions for Reading and Language Arts.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

1/31 - 4/29 - Revisit iReady AP2 results and topic/benchmark assessment data weekly to realign, restructure and target instruction for all tiers.

**Person Responsible** Cory Rodriguez (pr5121@dadeschools.net)

**#4. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the data review, our school will implement the Targeted Element of Student Attendance. Our data reveals students with 0-5 absences is 49% as compared to the District with 48%; students with 6-10 absences is 25% as compared to the District with 20%.
<b>Measurable Outcome:</b>	If we successfully implement the Target Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, targeted students with chronic absenteeism will reduce absences by 5% in the 6-10 and 11 category.
<b>Monitoring:</b>	Monitoring will be conducted via Daily Attendance Report, parent conferences, Attendance Review Committee (ARC) Meetings, Truancy Meetings, Leadership Meeting, and check-in with chronic truant students bi weekly to monitor absences.
<b>Person responsible for monitoring outcome:</b>	Roseanna Medrano (rosemedrano@dadeschools.net)
<b>Evidence-based Strategy:</b>	Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.
<b>Rationale for Evidence-based Strategy:</b>	Attendance Initiatives will include incentives to showcase students with good attendance. This will assist in decreasing the number of student absences.

**Action Steps to Implement**

8/31-10/11 - Monitor attendance daily report.

**Person Responsible** Roseanna Medrano (rosemedrano@dadeschools.net)

8/31-10/11 - Conduct ARC ,Truancy and Multi-Tiered System of Support (MTSS) meetings for chronic absenteeism.

**Person Responsible** Roseanna Medrano (rosemedrano@dadeschools.net)

8/31-10/11 - Provide incentives to reward good student attendance.

**Person Responsible** Roseanna Medrano (rosemedrano@dadeschools.net)

8/31-10/11 - Administrators will collaborate with the PTA board members to plan school-wide activities that include parent participation.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

1/31 - 4/29 - In view of the present pandemic, we will continue to monitor attendance bulletin and recognize students that are present and on time to school (HOT) via morning announcement.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

1/31 - 4/29 - ARC committee will meet weekly to closely monitor Attendance Bulletin and conduct meetings as appropriate.

**Person Responsible** Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Data on SafeschoolsforAlex.org reveals our rate of incidents is less than elementary school statewide. We will continue to foster and maintain a safe environment conducive to learning. Every incident is perceived as an opportunity for students to learn. Inappropriate, disruptive behaviors are addressed with a two-fold purpose in mind. First, to immediately restore the sanctity of the learning environment, and second to implement strategies to assist the disruptive student in correcting inappropriate behaviors. Consequently, every effort is made to address disciplinary issues within the school setting, and to employ all available resources to implement a progressive discipline plan. Teachers and administrators at Snapper Creek Elementary collaborate in the implementation of a progressive discipline plan. This philosophy is consistent with the principles delineated in Miami-Dade County Public Schools' Code of Student Conduct. Mental Health Team will continue to educate students, refer students in need, monitor targeted students and provide support and services.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Our strengths within school culture are in Engaging Learning Environment and Physical and Emotional Safety.

We create a culture of high expectations through the use of a growth mindset for all students while focusing on effort and excellence. The school encourages school pride via school-wide t-shirts, class t-shirts, social media, and the Parent Teacher Association (PTA). We encourage mutual respect for individual differences and promote empathy and inclusivity for our special needs population. Stakeholders have the opportunity to take part and collaborate in shared-decision making in EESAC, leadership, grade-level, PTA, and faculty meetings. The counselor and mental health coordinator will conduct classroom presentations on social-

emotional learning, bullying, making and maintaining friendships, and social norms. They will ensure that students are provided support ad services as needed.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Teacher Leaders, Counselor, and Mental Health Coordinator. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale-boosting activities. The Assistant Principal will monitor the implementation of the action steps identified and adjust as necessary. Teacher leaders will disseminate information to stakeholders and receive feedback from them. The Counselor and Mental Health Coordinator are responsible for monitoring the mental health of students and following up with appropriate support and services.

## **Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00