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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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (74%) 2018-19: A (70%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>91%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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, 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. 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 student progress and interventions 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.
Alonso, Nidia	Teacher, K-12	Ms. Alonso's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate student progress and 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.
Bendana, Grace	Teacher, K-12	Ms. Bendana's role is to support the implementation of the School Improvement Process by meeting with other leadership members to evaluate student progress and 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.

Demographic Information

Principal start date

Saturday 6/6/2020, Cory Rodriguez R

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

336

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	40	53	58	63	52	56	0	0	0	0	0	0	0	322
Attendance below 90 percent	8	11	7	9	5	6	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	4	2	4	0	0	0	0	0	0	0	15
Course failure in Math	0	0	1	6	2	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	6	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	3	3	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	3	5	5	5	0	0	0	0	0	0	0	20

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 7/15/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	62%	56%				70%	62%	57%
ELA Learning Gains	73%						61%	62%	58%
ELA Lowest 25th Percentile	67%						50%	58%	53%
Math Achievement	74%	58%	50%				78%	69%	63%
Math Learning Gains	84%						79%	66%	62%
Math Lowest 25th Percentile	86%						74%	55%	51%
Science Achievement	67%	64%	59%				76%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	58%	7%
Cohort Comparison		-66%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-64%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	53%	20%	53%	20%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	37	60	65	48	70	82	35				
ELL	63	73	55	67	84	83	60				
HSP	68	70	61	75	84	87	68				
WHT	45			64							
FRL	64	70	70	74	86	91	65				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 data findings:

The school to district comparison shows an increase in the overall proficiency levels in grades 3-5 for both ELA and Mathematics except for 3rd grade that indicated a decrease of 6 percentage points.

ELA

Overall ELA/Reading proficiency levels in grade 4 increased by an average of 13 percentage points and an average of 14 percentage points in grade 5.

Learning Gains for all ELA Subgroups increased by an average of 23 percentage points.

Learning Gains for the L25 in ELA increased by an average of 20 percentage points.

Math

Overall Mathematics proficiency levels in grades 3-5 increased by an average of 10 percentage points.

Learning Gains for all Mathematics subgroups increased by an average of 32 percentage points.

Learning Gains for the L25 in Mathematics increased by an average of 48 percentage points.

Science

Proficiency levels in Science increased by an average of 6 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our future fourth grade students will require intensive targeted interventions in ELA. FSA scores and iReady AP3 data will be utilized to target instruction and interventions. Additional support will be provided for students in Tier 2/3. Progress will be monitored closely and interventions will be aligned to students' needs.

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

More than thirty percent of the students in grade 3 are one or more years below grade level. In addition to being below grade level more than 35% of the students in general education are students identified with special needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall mathematics proficiency levels and learning gains increased. Proficiency levels for all Math subgroups increased by an average of 8 percentage points.

Learning Gains for all Math Subgroups increased by an average of 32 percentage points. Learning gains of the lowest 25% in Mathematics increase an average of 48%.

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

Structured instructional focused planning sessions was embedded in master schedule. Grade level teams planned collaboratively, implemented differentiated instruction lessons with fidelity addressing both deficiencies and areas of strengths.

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

Continue to implement structured instructional focused planning sessions within master schedule. Continue to offer professional development in the new standards to build teacher capacity.

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.

Teachers will be afforded to attend District and school-house professional development in the new standards, textbook/resources, Schoology and iReady.

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

Our leadership team will continue to meet monthly to monitor progress of all students as well as assess progress of the lowest 25% in ELA and Mathematics.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 Student Attendance-Three Year Comparison dashboard, 37% of the students had 0-5 absences, 28% had 6-10 absences, 12% had 11-15 absences and 18% had 16-30 absences. The 2020-2021 Student Attendance-Three Year Comparison dashboard, 47% of the students had 0-5 absences, 25% had 6-10 absences, 15% had 11-15 absences and 7% had 16-30 absences. This data indicates the need to decrease students' absences, specifically 16-30 absences.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If attendance strategies are implemented, our students will receive continuous instruction/interventions that will contribute to a decrease of 3% student with 16-30 absences. Using attendance incentives and targeting students with excessive absences will reduce absences schoolwide by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be conducted via Daily Attendance Report, parent conferences, Attendance Review Committee (ARC) Meetings, Truancy Meetings and Leadership Meeting. Counselor and Mental Health coordinator will target specific students and provide services as appropriate.

Person responsible for monitoring outcome:

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Student Attendance, our school will implement strategic attendance initiatives to closely monitor student absences. Immediate communication with parents will be established, counseling, and referrals to outside agencies as well as positive incentives for students with good attendance.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies will promote good attendance and assist in decreasing the number of absences. Attendance is a critical component in deciding student academic achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14- Monitor Attendance Daily Report. As a result, students will be identified and targeted as appropriate.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Conduct ARC ,Truancy and Multi-Tiered System of Support (MTSS) meetings for students with chronic absenteeism. As a result, interventions will reduce chronic absenteeism.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

8/22 - 10/14 - Implement an attendance incentive program targeted at recognizing students for daily attendance (Here and on Time "HOT"), monthly and at the end of each grading period. As a result, interventions will reduce chronic absenteeism.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14

Small group counseling sessions for students with chronic absenteeism spearheaded by counselor. Also, check in daily with students with chronic absenteeism and follow up as appropriate. As a result, interventions will reduce chronic absenteeism.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

10/31 - 12/16 - Display the average percent of the daily attendance by grade level on the "Top Attendance" bulletin board monthly and provide incentives to the grade level with the highest percentage "Top Attendance" quarterly. As a result, interventions will reduce chronic absenteeism.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

10/31 - 12/16 - Student Services personnel meets daily with identified truant students in a "Lunch Bunch" session during lunch time. Student services personnel conduct daily check-ins with the truant students to monitor attendance and celebrate improvements and/or provide referral to outside agencies if appropriate. As a result, interventions will reduce chronic absenteeism.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the schoolwide data review, our school will continue to implement the targeted element of Differentiated Instruction. Our findings revealed an increase of 23 percentage points in ELA learning gains and an overall increase of 20 percentage points in our ELA L25 subgroup in the FSA 2022 assessment results.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiated Instruction, then both proficiency and overall ELA learning gains will increase by an average of 5 percentage points as evidenced by the 2023 state assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be conducted via Walk-throughs, Data Analysis/Chats of iReady, Topic and Benchmark Assessments, Grade Level Agendas and Leadership Team Meeting Agendas. Extended Learning Opportunities will also be afforded to students in need of remediation.

Person responsible for monitoring outcome:

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy of Differentiated Instruction. Differentiated Instruction will target and address the diverse needs of the students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated instruction aligns instruction and remediation strategies to students' needs. Differentiated Instruction provides the students with different resources or options for understanding and mastering the concept.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - 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. As a result, instruction will be aligned to students' needs.

Person Responsible

Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Administration and Leadership team will conduct data focused dialogue with teachers and staff during grade-level team planning sessions, 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. As result, this will foster a data-driven environment where all the students needs are addressed.

Person Responsible

Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - 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. As a result, instruction will be aligned to students' needs.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

8/22 - 10/14 - The administration will conduct walkthroughs during ELA and Mathematics with a focus on DI groups, student engagement and higher order questioning skills. As a result, instruction will be aligned to students' needs.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

10/31 - 12/16 - Add additional support during the Reading/Language Arts and Mathematics block to support/enhance DI and small group instruction. As a result, instruction/interventions will address students' needs.

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

10/31 - 12/16 - Adjust DI groups after each biweekly/topic assessment to ensure interventions/enrichment is aligned to students' needs. As a result, students will increase proficiency.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA data, there was a significant increase in 4th and 5th grade learning gains and L25 in both ELA and Mathematics. In ELA 73% of the 4th and 5th grade students demonstrated learning gains, 67% of the L25 4th and 5th grade students demonstrated learning gains. In comparison, the 2021 FSA data indicated 50% of 4th and 5th grade students demonstrated learning gains, 47% of the 4th and 5th grade L25 students demonstrated learning gains. However, there is a critical need to increase ELA proficiency in grades 3rd through 5th. The 2022 FSA ELA data indicates that 67% of the students in grades 3 through 5 made proficiency, an increase of 4 percentage points when compared to results from the FSA 2021.

In Math 84% of the 4th and 5th grade students demonstrated learning gain, 86% of the L25 4th and 5th grade students demonstrated learning gains. In comparison, the 2021 Math FSA data indicated 52% of the 4th and 5th grade students demonstrated learning gains and 38% of L25 students in 4th and 5th grade students demonstrated learning gains. However, there is a need to increase proficiency in grade 3rd-5th. The 2022 Math data indicates 74% of students in grades 3rd-5th scored within proficiency levels, an increase of 8 percentage points when compared to the results from the FSA 2021. Based on the data, collaborative planning will be our targeted practice to strengthen instructional delivery and in turn, increase proficiency.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement collaborative planning, then all of our subgroups will increase in ELA / Mathematics proficiency by an average of 5% by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be conducted via Walk-throughs, Lesson Plans, Data Analysis of iReady Topic and Benchmark Assessments, Grade Level Agendas, Leadership Meetings and Progress Monitoring.

Person responsible for monitoring outcome:

Elizabeth Lozano (lozano@dadeschools.net)

Evidence-based Strategy: Describe the evidence-

As a result of the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Data Driven Instruction. Collaborative Planning with a focus on aligning instruction/remediation to data in order to address students' need.

based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Collaborative Planning structures school-wide will ensure that teachers are developing high yield instructional strategies and implementing standards-based instruction aligned to students' need.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - School administrators will create a master schedule that integrated common planning within grade levels and departments. As a result, collaborative planning structures will allow grade level/teams to develop targeted instructional strategies to address students' need.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

8/22 - 10/14 - School administrators and department chairs will facilitate collaborative planning sessions within grade levels to identify resources and tools used to assess student progress. As a result, planning sessions with ensure alignment between standards-based instruction, assessment and students' need.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Develop focus calendars to address deficient standards. Utilize data to develop DI groups and create rigorous enrichment instructional activities. As a result, the individual needs of the students will be met.

Person Responsible Elizabeth Lozano (lozano@dadeschools.net)

8/22 - 10/14 - 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. As a result, all students will receive high yield strategies to address their instructional needs.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

10/31 - 12/16 - Analyze iReady AP1 and FAST assessment results to realign interventions and DI groups to address students' needs. As a result, students will increase proficiency.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

10/31 - 12/16 - During collaborative planning sessions, teacher leaders will share best practices and information learned in ICADS to enhance instruction and student engagement. As a result, students will increase proficiency.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: In the 2022 School Climate Survey, the Developing Others category noted an increase of 10% in providing opportunities for staff members to engage in leadership opportunities. To increase this percentage, we selected Instructional Leadership focused on the evidenced-based strategy of Shared Leadership. Shared Leadership will create leadership opportunities for staff to share the school's vision and become more inclusive.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Instructional Leadership Team, then our percentage of "Agree" responses in the Leadership and Relationships Category on the 2023 School Climate Survey will increase by 5 percentage points.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Provide additional opportunities for teachers to facilitate schoolwide initiatives. Monitoring will be conducted via Monthly Faculty Meeting agendas, Leadership Team agendas and School Based Safety Team minutes.

Person responsible for monitoring outcome:

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Instructional Leadership Team, our school we will focus on the evidenced-based strategy of Shared Leadership. Shared Leadership systems will assist in developing 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: Explain the rationale for

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.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - Create instructional focused cadre of teacher leaders to spearhead schoolwide initiatives and incentive programs aimed at recognizing students for academic achievement and progress. 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.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Provide teacher leaders with opportunity to attend professional development. 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.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Provide teacher leaders with opportunities to turn-key information gathered through coaching, mentoring and leading working groups. 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.

Person Responsible Cory Rodriguez (pr5121@dadeschools.net)

8/22 - 10/14 - Provide teachers opportunities to participate in the decision-making process via EESAC, leadership team, faculty, and grade-level meetings. 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.

Person Responsible Elizabeth Lozano (lozano@dadescshools.net)

10/31 - 12/16 - Provide teacher mentors the opportunity to meet with the new teachers to provide support in instructional planning, time management and classroom management. As a result, teacher leaders will be afforded the opportunity to support new teachers for growth and improvement.

Person Responsible Elizabeth Lozano (lozano@dadescshools.net)

10/31 - 12/16 - Teacher leader will lead professional development for staff on STEM designation. Provide teachers opportunities to meet and develop STEM lessons for the STEM showcase. As a result, teacher leaders will be afforded the opportunity to implement and support school-wide initiatives.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

na/

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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n/a

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Snapper Creek Elementary School is a nurturing environment for our diverse population of students. Our school builds a strong foundation of respect for all disabilities, cultures and ethnicities through our Student of the Month Program, Filling Someone's Bucket Program and Autism Awareness Program. We have also incorporated Miami-Dade County Public Schools Values Matter Miami Program to help students gain an understanding of strong character. Teachers and staff recognize outstanding student behaviors providing immediate positive feedback for students demonstrating respect for others. Additionally, students have ample opportunity to build self-esteem through a variety of extra-curricular activities including our Safety Patrols, Snapper Creek News Crew, Student of the Month, and a variety of programs sponsored by the student services department.

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

All instructional staff follow the district Student Code of Conduct in developing their classroom behavioral systems. Clear communication between teachers, students, and parents helps reinforce our positive expectations. Administration and the Student Services department provide follow-up and guidance for any disciplinary actions that are needed. Parents support the school by monitoring their children's behavior, social development, and home learning activities. The administration establishes cooperation and communication among all stakeholders through EESAC, PTA and community functions. Also, working closely with the PTA Executive Board to promote school-wide events and builds school spirit within the community. All events and activities are also promoted via social media.