# Snapper Creek Elementary School



## 2014-15 School Improvement Plan

# Snapper Creek Elementary School

## 10151 SW 64TH ST, Miami, FL 33173

### http://snappercreek.dadeschools.net/

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|:---:|:---:|:---:|
| Elementary | No | 66% |

| Alternative/ESE Center | Charter School | Minority |
|:---:|:---:|:---:|
| No | No | 95% |

## School Grades History

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Snapper Creek Elementary School is to 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. Adhering to the belief that all students can learn, teachers hold high expectations for their students and scaffold the learning process as necessary.

#### School Environment

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

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

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

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

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

Snapper Creek Elementary School incorporates a school wide behavioral intervention plan that addresses student engagement within a school-wide recognition system. Prevention strategies are built into the school's core and are accessible to all students. The strategies implemented build a school-wide structure and a positive climate that promotes and supports appropriate behavior.

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

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

### Early Warning Systems

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

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

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

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

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

| Indicator | Grade Level | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 10 | 8 | 2 | 7 | 4 | 1 | 32 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Course failure in ELA or Math | 3 | 7 | 6 | 16 | 8 | 2 | 42 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

Students scoring in the lowest 25% in Reading and Mathematics receive targeted intensive instruction during, before and after school. The Response to Intervention team closely monitors the progress and the effectiveness of the intervention.

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

No

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

### *Description*

Several opportunities for parents to attend school activities occur during the school day when several parents work. Therefore, many parents are unable to attend.
Strategy(ies)
Apprise parents of the different opportunities to volunteer at the school site such as the Media Center, "Lunch Bunch" and other events the school sponsors.
Encourage parents to become approved school volunteers
Action Steps
Announce all school activities via school calendar, newsletter, Connect-Ed announcements.
How to monitor for fidelity
The administration will monitor school volunteer logs on a quarterly basis and will monitor the school calendar to ensure it provides information regarding school events parents can attend. Additionally, the administration will target students identified at risk and involved in interventions to ensure their parents are encouraged to participate in school volunteer opportunities or referred to appropriate agencies that can assist them in proving assistance for their children. The MTSS\RtI team will also assist in providing parents of targeted students' information to facilitate more parental involvement.

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

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

## Effective Leadership

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

### School Leadership Team

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

| Name | Title |
| --- | --- |
| Segredo, Mirta | Principal |
| Lozano-Rodriguez, Elizabeth | Assistant Principal |

### Duties

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

Tier 1(Leadership Team)
• Administrator(s): Mirta Segredo and Elizabeth Lozano-Rodriguez who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• Primary Teacher (Annerys Santana)
• Mathematics & Science Intermediate Teacher (Shandra Colzie)
• Reading/Language Arts Intermediate Teacher (Mayelin Santana)
• Special education personnel (Karen Brown)
• School guidance counselor (Roseanna Medrano)
• School psychologist (Yania Gomez)
• School social worker (Raiza Soler)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year

and should the FLDOE approve the application(s).
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| Dr. Mirta R Segredo | Principal |
| Elizabeth Lozano-Rodriguez | Education Support Employee |
| Roseanna Medrano | Education Support Employee |
| Maria Carrasquillo | Teacher |
| Vivian Badillo | Teacher |
| Kathy Pardo | Parent |
| Damarys Menendez | Parent |
| Elizabeth Garcia | Student |
| Emma Garriga | Parent |
| Patty Choy | Parent |
| Nicholas Goller | Student |
| Vanessa Martinez | Teacher |

**Duties**

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

*Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council (SAC) committee collaborated and reviewed the goals and strategies implemented through the School Improvement Plan to determine effectiveness during the 2013-2014.

*Development of this school improvement plan*

The Educational Excellence School Advisory Council (SAC) committee was actively involved in the evaluation of school performance data and the preparation of the school's improvement plan. At each monthly meeting, the SAC discussed current performance data and analyzed how these indicators related to the goals of the SIP. Based on the findings that had been noted throughout the 2013-2014 school year, the SAC reviewed the recommendations made by each grade level for the development

of the 2014-2015 school improvement plan. Each recommendation was considered and suggestions were made when necessary.

*Preparation of the school's annual budget and plan*

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

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

School improvement funds were allocated to enhance classroom instruction through purchase of materials and
staff training.

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

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

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Segredo, Mirta | Principal |
| Lozano-Rodriguez, Elizabeth | Assistant Principal |
| Saavedra, Ivette | Teacher, PreK |
| Santana, Annerys | Teacher, K-12 |
| Rodriguez, Barbara | Teacher, K-12 |
| Sanabria, Barbara | Teacher, K-12 |
| Santana, Mayelin | Teacher, K-12 |
| Diaz, Janet | Teacher, K-12 |
| Soeder, Alicia | Teacher, K-12 |
| Medrano, Roseanna | Guidance Counselor |

**Duties**

### Describe how the LLT promotes literacy within the school

The goal of the LLT is to ensure that all students at Snapper Creek Elementary have the opportunity to benefit from all programs that enhance reading across all curricular subjects. The team will take a proactive approach to the needs and strengths of all students by surveying teachers on their professional development needs, offer teachers professional development opportunities in programs that might enhance proficiency in reading, and analyze results of content clusters from the District Interim Assessments to target student needs and strengths in the classroom. In addition, another primary focus of the team will be to assist in facilitating understanding the Florida Standards and the Next Generation Sunshine State Standards and ensure alignment with all curricular requirements. The LLT will focus on developing and implementing instructional routines that use complex text and

incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

## Public and Collaborative Teaching

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

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

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

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

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

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

Beginning teachers participate in the District's MINT program and are assigned a mentor. New teachers are paired with an expert teacher in their grade level or department, typically the grade/department chair. The mentor teacher possesses knowledge of content, materials, and methods that support high standards.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The Instructional staff utilizes the Florida Standards, district pacing guides, district mandated curriculum and programs to effectively plan and strengthen classroom practice.

#### Instructional Strategies

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

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,520

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

*Strategy Rationale*

To improve student achievement.

*Strategy Purpose(s)*

- Core Academic Instruction

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

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 480

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

*Strategy Rationale*

To improve student achievement.

*Strategy Purpose(s)*

- Enrichment

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

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

Demonstrating proficiency of the applications through formative assessments.

**Strategy:** Before School Program

**Minutes added to school year:** 1,680

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

### Strategy Rationale

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

### Strategy Purpose(s)

- Core Academic Instruction

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

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

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

## Student Transition and Readiness

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

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

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

### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

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

1 = Problem Solving Step          🔑 S123456 = Quick Key

### Strategic Goals Summary

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

**G2.**     To increase support and intervention for areas targeted in the Early Warning Systems.

**G3.**     To increase student achievement by providing additional opportunites for students to participate in activites related to Science, Technology, Engineering and Math (STEM).

**G4.**     Increasing parent involvement and parental support.

### Strategic Goals Detail

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

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

**Targets Supported** 1b

G048082

| Indicator | Annual Target |
|---|---|
| AMO Math - Hispanic | 79.0 |
| AMO Math - White | 82.0 |
| AMO Math - ELL | 61.0 |
| AMO Math - ED | 75.0 |
| FSA - Mathematics - Proficiency Rate | 70.0 |
| Math Gains | 64.0 |
| Math Lowest 25% Gains | 63.0 |
| AMO Reading - All Students | 80.0 |
| AMO Reading - Hispanic | 79.0 |
| AMO Reading - White | 82.0 |
| AMO Reading - ELL | 59.0 |
| AMO Reading - SWD | 59.0 |
| AMO Reading - ED | 76.0 |
| FSA - English Language Arts - Proficiency Rate | 70.0 |
| ELA/Reading Gains | 79.0 |
| ELA/Reading Lowest 25% Gains | 86.0 |
| CELLA Listening/Speaking Proficiency | 51.0 |
| CELLA Reading Proficiency | 37.0 |
| FCAT 2.0 Science Proficiency | 73.0 |
| CELLA Writing Proficiency | 77.0 |
| Attendance rate | |
| Attendance Below 90% | |
| Attendance rate | |
| One or More Suspensions | |
| Students exhibiting two or more EWS indicators (Total) | |

**Resources Available to Support the Goal** 2

- Leadership Team, district pacing guides, SuccessMaker, Think Central, Moby Math, Discovery Education, Gizmos
- 

**Targeted Barriers to Achieving the Goal** 3

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

### Plan to Monitor Progress Toward G1. `8`

The results of the District Interim Assessments and the classroom assessments will be utilized to measure the progress toward the goal.

#### Person Responsible
Elizabeth Lozano-Rodriguez

#### Schedule
Quarterly, from 9/24/2014 to 6/5/2015

#### *Evidence of Completion*
District Interim Assessments, classroom assessments, student work

**G2.** To increase support and intervention for areas targeted in the Early Warning Systems. `1a`

🔑 G045363

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Attendance Below 90% | 3.0 |
| One or More Suspensions | 0.0 |
| Level 1 - All Grades | 13.0 |

### Resources Available to Support the Goal `2`
- Daily attendance reports, SCM referrals, 2014-2015 school agenda, School website, morning announcements, STAR student recognition, District Interim Assessments

### Targeted Barriers to Achieving the Goal `3`
- Limited information of district attendance procedures and policies.
- Inconsistent implementation of school-wide behavioral program.
- Quality of school-wide Intervention program.

### Plan to Monitor Progress Toward G2. `8`

Data generated from intervention program, District Interim Assessments, Classroom assessments

#### Person Responsible
Elizabeth Lozano-Rodriguez

#### Schedule
Quarterly, from 9/24/2014 to 6/5/2015

#### *Evidence of Completion*
Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments

**G3.** To increase student achievement by providing additional opportunites for students to participate in activites related to Science, Technology, Engineering and Math (STEM). `1a`

🔑 G048081

### Targets Supported `1b`

| Indicator | Annual Target |
|-----------|---------------|

### Resources Available to Support the Goal `2`

- Leadership Team, district pacing guides, Discovery Education, Gizmos, Promoting Science among English Language Learners

### Targeted Barriers to Achieving the Goal `3`

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

**Plan to Monitor Progress Toward G3.** `8`

The results of the District Interim Assessment and the classroom assessments will utilized to measure the progress toward the goal.

**Person Responsible**

**Schedule**
Quarterly, from 9/24/2014 to 6/5/2015

***Evidence of Completion***
District Interim Assessments, classroom assessments, student work

**G4.** Increasing parent involvement and parental support. `1a`

🔑 G050543

### Targets Supported `1b`

| Indicator | Annual Target |
|-----------|---------------|

### Resources Available to Support the Goal `2`

- PTSA, Parent to Parent, availability of support staff, parent resource information

### Targeted Barriers to Achieving the Goal `3`

- Lack of information on the importance of parental involvement.

**Plan to Monitor Progress Toward G4.** `8`

Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments

**Person Responsible**
Elizabeth Lozano-Rodriguez

**Schedule**
Quarterly, from 9/3/2014 to 5/29/2015

***Evidence of Completion***
Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

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

1 = Problem Solving Step     🔑 S123456 = Quick Key

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

🔑 G048082

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

🔑 B119775

**G1.B1.S1** Reading- Increase rigor by infusing high order thinking strategies into the instruction of reading and writing developed through collaborative sessions that incorporate structured planning. 4

🔑 S132208

#### Strategy Rationale

Increase student achievement.

#### Action Step 1  5

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

##### Person Responsible

Elizabeth Lozano-Rodriguez

##### Schedule

Weekly, from 9/24/2014 to 6/5/2015

##### *Evidence of Completion*

Agenda, sign-in sheets, exit slips

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

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

### Person Responsible

Mirta Segredo

### Schedule

Daily, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Walk-throughs, lesson plans and structured collaborative sessions agenda

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

Conduct classroom walkthroughs to monitor the implementation and effectiveness of instruction that infuses higher order thinking strategies and performance tasks.

### Person Responsible

Mirta Segredo

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Lessons, authentic student work, student data

**G1.B1.S2** Mathematics- Increase rigor by infusing high order thinking strategies into the instruction of reading and writing developed through collaborative sessions that incorporate structured planning. 4

S132231

### Strategy Rationale

Increase student achievement.

### Action Step 1 5

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

### Person Responsible

Mirta Segredo

### Schedule

Weekly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Agenda, sign-in sheets, collaboration feedback sheet

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

### Person Responsible

Mirta Segredo

### Schedule

Daily, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Lessons, authentic student work, student data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Collaboration Session Feedback Sheet

**G1.B1.S3** Science- Increase rigor by infusing high order thinking strategies into the instruction of reading and writing developed through collaborative sessions that incorporate structured planning. `4`

🔑 S132232

### Strategy Rationale

Increase student achievement.

**Action Step 1** `5`

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

### Person Responsible

Mirta Segredo

### Schedule

Weekly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Agenda, sign-in sheets, collaboration feedback sheet

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

**Person Responsible**

Mirta Segredo

**Schedule**

Daily, from 9/24/2014 to 6/5/2015

*Evidence of Completion*

Walk-throughs, lesson plans and structured collaborative session feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

**Person Responsible**

Mirta Segredo

**Schedule**

Quarterly, from 9/24/2014 to 6/5/2015

*Evidence of Completion*

Lessons, authentic student work, student data

**G1.B1.S4** Writing- Increase rigor by infusing high order thinking strategies into the instruction of reading and writing developed through collaborative sessions that incorporate structured planning. 4

S132233

### Strategy Rationale

Increase student achievement.

### Action Step 1  5

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

#### Person Responsible

Mirta Segredo

#### Schedule

Weekly, from 9/24/2014 to 6/5/2015

#### *Evidence of Completion*

Agenda, sign-in sheets, collaboration feedback sheet

### Plan to Monitor Fidelity of Implementation of G1.B1.S4  6

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

#### Person Responsible

Elizabeth Lozano-Rodriguez

#### Schedule

Daily, from 9/24/2014 to 6/5/2015

#### *Evidence of Completion*

Walk-throughs, lesson plans and structured collaborative session feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** `7`

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

### Person Responsible

Mirta Segredo

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Lessons, authentic student work, student data

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**G2.** To increase support and intervention for areas targeted in the Early Warning Systems. `1`

🔑 G045363

**G2.B1** Limited information of district attendance procedures and policies. `2`

🔑 B111987

**G2.B1.S1** Inform parents of district and school attendance procedures and polices to reduce the number of students missing 10% or more of instructional time. `4`

🔑 S137576

### Strategy Rationale

To improve student achievement.

**Action Step 1** `5`

Monitor daily attendance reports

#### Person Responsible

Elizabeth Lozano-Rodriguez

#### Schedule

Daily, from 9/24/2014 to 6/5/2015

#### *Evidence of Completion*

Daily Attendance Reports

## Action Step 2  `5`

Increase parent awareness of effects of poor attendance on academic success.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Daily Attendance Reports, Results of the District Interim, SCM Referrals

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

Monitor the daily attendance report.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Daily, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Daily Attendance Report, SCM referrals, social worker notes

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

Monitor student attendance daily.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Daily, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Daily Attendance Report, SCM Referrals, Social Worker note, Results of the District Interim Assessments

**G2.B2** Inconsistent implementation of school-wide behavioral program. 2

B111988

**G2.B2.S1** Infuse positive behavioral interventions and support throughout the school day. 4

S123433

### Strategy Rationale

To increase student achievement.

**Action Step 1** 5

Establishing clear expectations for desired behavior across all settings.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

On 6/5/2015

### *Evidence of Completion*

Counselor Log, SCM Forms, Data generated from SCM, Suspension Reports

**Action Step 2** 5

Implement effective intervention plans for students with behavioral/emotional needs that support and evaluate their success across all settings

### Person Responsible

Mirta Segredo

### Schedule

On 6/5/2015

### *Evidence of Completion*

Counselor Log, SCM Forms, Data generated from SCM, Suspension Reports

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

Monitor SCM referral report and counselor log.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Biweekly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

SCM referral reports, Behavioral Intervention Plans, Suspension reports

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

Monitor number of behavioral incidents through the SCM referrals.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

Biweekly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

SCM referral reports, Behavioral Intervention Plans, Suspension reports

**G2.B3** Quality of school-wide Intervention program. 2

B112023

**G2.B3.S1** Implementation of school-wide intervention program. 4

S137630

### Strategy Rationale

To increase student achievement.

**Action Step 1** 5

Implementation of school-wide intervention program

**Person Responsible**

Elizabeth Lozano-Rodriguez

**Schedule**

Daily, from 9/3/2014 to 5/29/2015

*Evidence of Completion*

Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data

**Action Step 2** 5

Monitoring data generated from on-going progress monitoring,

**Person Responsible**

**Schedule**

Quarterly, from 9/3/2014 to 5/29/2015

*Evidence of Completion*

Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data

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

Monitoring data generated from on-going progress monitoring,

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

On 5/29/2015

### *Evidence of Completion*

Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments

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

Assess students' academic performance. student rate of improvement and evaluate the effectiveness of intervention / instruction.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

On 5/29/2015

### *Evidence of Completion*

Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments

**G3.** To increase student achievement by providing additional opportunites for students to participate in activites related to Science, Technology, Engineering and Math (STEM). 1

G048081

**G3.B1** Limited time for collaboration to support effective instructional planning that incorporates higher order questioning strategies to increase the level of cognitive complexity. 2

B120461

**G3.B1.S1** Increase rigor by infusing high order thinking strategies into the instruction of science developed through collaborative sessions that incorporate structured planning. 4

S132339

**Strategy Rationale**

To increase student achievement

**Action Step 1** 5

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

**Person Responsible**

Elizabeth Lozano-Rodriguez

**Schedule**

Weekly, from 9/24/2014 to 6/5/2015

***Evidence of Completion***

Agenda, sign-in sheets, collaboration session feedback sheet

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

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

**Person Responsible**

Mirta Segredo

**Schedule**

Daily, from 9/24/2014 to 6/5/2015

***Evidence of Completion***

Walk-throughs, lesson plans and structured collaborative session feedback

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

Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms.

### Person Responsible

Mirta Segredo

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### *Evidence of Completion*

Lessons, authentic student work, student data

**G4.** Increasing parent involvement and parental support. `1`

G050543

**G4.B1** Lack of information on the importance of parental involvement. `2`

B126601

**G4.B1.S1** This will be accomplished through school-wide family events, PTSA meetings, Parent/Teacher Conferences, volunteer opportunities and frequent communication regarding school events and activities. `4`

S138548

### Strategy Rationale

To increase student achievement.

**Action Step 1** `5`

Communicate with parents frequently using a variety of methods, such as the, Snapper PTSA Chronicle, PTSA bulletins, Connect Ed, Marquee and event bulletin.

### Person Responsible

### Schedule

On 5/29/2015

### *Evidence of Completion*

Agenda, Sign-In Sheets, PTSA Chronicle Binder, District Interim Assessment

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

Analyze use of home-to-school/school-to-home communication system to increase student achievement.

### Person Responsible

Elizabeth Lozano-Rodriguez

### Schedule

On 6/26/2015

### *Evidence of Completion*

Sign-In Sheets, PTSA Chronicle Binder, District Interim Assessment

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

Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments

### Person Responsible

### Schedule

On 5/29/2015

### *Evidence of Completion*

Meeting Agendas / Sign-In Sheets, Daily Attendance reports, District Interim Assessments, classroom assessments

## Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B2.S1.A1 | Establishing clear expectations for desired behavior across all settings. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Counselor Log, SCM Forms, Data generated from SCM, Suspension Reports | 6/5/2015 one-time |
| G1.B1.S1.A1 | Conduct collaborative sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Agenda, sign-in sheets, exit slips | 6/5/2015 weekly |
| G1.B1.S2.A1 | Conduct collaborative sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks. | Segredo, Mirta | 9/24/2014 | Agenda, sign-in sheets, collaboration feedback sheet | 6/5/2015 weekly |
| G1.B1.S3.A1 | Conduct collaborative sessions to promote the development of effective instructional strategies that incorporate | Segredo, Mirta | 9/24/2014 | Agenda, sign-in sheets, collaboration feedback sheet | 6/5/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | higher order thinking questions and performance tasks. | | | | |
| G1.B1.S4.A1 | Conduct collaborative sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks. | Segredo, Mirta | 9/24/2014 | Agenda, sign-in sheets, collaboration feedback sheet | 6/5/2015 weekly |
| G3.B1.S1.A1 | Conduct collaborative sessions to promote the development of effective instructional strategies that incorporate higher order thinking questions and performance tasks. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Agenda, sign-in sheets, collaboration session feedback sheet | 6/5/2015 weekly |
| G2.B1.S1.A1 | Monitor daily attendance reports | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Daily Attendance Reports | 6/5/2015 daily |
| G2.B3.S1.A1 | Implementation of school-wide intervention program | Lozano-Rodriguez, Elizabeth | 9/3/2014 | Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data | 5/29/2015 daily |
| G4.B1.S1.A1 | Communicate with parents frequently using a variety of methods, such as the, Snapper PTSA Chronicle, PTSA bulletins, Connect Ed, Marquee and event bulletin. | | 9/3/2014 | Agenda, Sign-In Sheets, PTSA Chronicle Binder, District Interim Assessment | 5/29/2015 one-time |
| G2.B2.S1.A2 | Implement effective intervention plans for students with behavioral/emotional needs that support and evaluate their success across all settings | Segredo, Mirta | 9/24/2014 | Counselor Log, SCM Forms, Data generated from SCM, Suspension Reports | 6/5/2015 one-time |
| G2.B1.S1.A2 | Increase parent awareness of effects of poor attendance on academic success. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Daily Attendance Reports, Results of the District Interim, SCM Referrals | 6/5/2015 quarterly |
| G2.B3.S1.A2 | Monitoring data generated from on-going progress monitoring, | | 9/3/2014 | Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data | 5/29/2015 quarterly |
| G1.MA1 | The results of the District Interim Assessments and the classroom assessments will be utilized to measure the progress toward the goal. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | District Interim Assessments, classroom assessments, student work | 6/5/2015 quarterly |
| G1.B1.S1.MA1 | Conduct classroom walkthroughs to monitor the implementation and effectiveness of instruction that infuses higher order thinking strategies and performance tasks. | Segredo, Mirta | 9/24/2014 | Lessons, authentic student work, student data | 6/5/2015 quarterly |
| G1.B1.S1.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Walk-throughs, lesson plans and structured collaborative sessions agenda | 6/5/2015 daily |
| G1.B1.S2.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Collaboration Session Feedback Sheet | 6/5/2015 quarterly |
| G1.B1.S2.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Lessons, authentic student work, student data | 6/5/2015 daily |
| G1.B1.S3.MA1 | Teachers will be able to share best practices through the collaborative | Segredo, Mirta | 9/24/2014 | Lessons, authentic student work, student data | 6/5/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | | | | |
| G1.B1.S3.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Walk-throughs, lesson plans and structured collaborative session feedback | 6/5/2015 daily |
| G1.B1.S4.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Lessons, authentic student work, student data | 6/5/2015 quarterly |
| G1.B1.S4.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Walk-throughs, lesson plans and structured collaborative session feedback | 6/5/2015 daily |
| G2.MA1 | Data generated from intervention program, District Interim Assessments, Classroom assessments | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments | 6/5/2015 quarterly |
| G2.B2.S1.MA1 | Monitor number of behavioral incidents through the SCM referrals. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | SCM referral reports, Behavioral Intervention Plans, Suspension reports | 6/5/2015 biweekly |
| G2.B2.S1.MA1 | Monitor SCM referral report and counselor log. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | SCM referral reports, Behavioral Intervention Plans, Suspension reports | 6/5/2015 biweekly |
| G2.B1.S1.MA1 | Monitor student attendance daily. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Daily Attendance Report, SCM Referrals, Social Worker note, Results of the District Interim Assessments | 6/5/2015 daily |
| G2.B1.S1.MA1 | Monitor the daily attendance report. | Lozano-Rodriguez, Elizabeth | 9/24/2014 | Daily Attendance Report, SCM referrals, social worker notes | 6/5/2015 daily |
| G2.B3.S1.MA1 | Assess students' academic performance. student rate of improvement and evaluate the effectiveness of intervention / instruction. | Lozano-Rodriguez, Elizabeth | 9/3/2014 | Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments | 5/29/2015 one-time |
| G2.B3.S1.MA1 | Monitoring data generated from on-going progress monitoring, | Lozano-Rodriguez, Elizabeth | 9/3/2014 | Intervention Attendance Log, Technology usage reports, Wonderworks on-going progress monitoring data, District Interim Assessments | 5/29/2015 one-time |
| G3.MA1 | The results of the District Interim Assessment and the classroom assessments will utilized to measure the progress toward the goal. | | 9/24/2014 | District Interim Assessments, classroom assessments, student work | 6/5/2015 quarterly |
| G3.B1.S1.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Lessons, authentic student work, student data | 6/5/2015 quarterly |
| G3.B1.S1.MA1 | Teachers will be able to share best practices through the collaborative sessions and identify effective implementation of high yield instructional strategies through observational classrooms. | Segredo, Mirta | 9/24/2014 | Walk-throughs, lesson plans and structured collaborative session feedback | 6/5/2015 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G4.MA1 | Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments | Lozano-Rodriguez, Elizabeth | 9/3/2014 | Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments | 5/29/2015 quarterly |
| G4.B1.S1.MA1 | Meeting Agendas/ Sign-In Sheets, District Interim Assessments, classroom assessments | | 9/3/2014 | Meeting Agendas / Sign-In Sheets, Daily Attendance reports, District Interim Assessments, classroom assessments | 5/29/2015 one-time |
| G4.B1.S1.MA1 | Analyze use of home-to-school/school-to-home communication system to increase student achievement. | Lozano-Rodriguez, Elizabeth | 9/3/2014 | Sign-In Sheets, PTSA Chronicle Binder, District Interim Assessment | 6/26/2015 one-time |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportuntities

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

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

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

**G1.B1.S1** Reading- Increase rigor by infusing high order thinking strategies into the instruction of reading and writing developed through collaborative sessions that incorporate structured planning.

### PD Opportunity 1

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

#### Facilitator

Division of Reading and Language Arts

#### Participants

Instructional Staff

#### Schedule

Weekly, from 9/24/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Grand Total** | **0** |