

Miami-Dade County Public Schools

Snapper Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Snapper Creek Elementary School

10151 SW 64TH ST, Miami, FL 33173

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rodriguez, Cory | Principal | The role Dr. Cory Rodriguez (coryrodriguez@dadeschools.net), 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 Elizabeth Lozano (lozano@dadeschools.net), 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. |
| Carrasquillo, Maria | Teacher, K-12 | Ms. Carrasquillo's (mcarrasquillo@dadeschools.net) 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. |
| Saavedra, Ivette | Teacher, ESE | Ms. Saavedra's (isaavedra@dadeschools.net) 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. |
| Rodriguez, Barbara | Teacher, K-12 | Ms. Rodriguez's (barbierodriguez@dadeschools.net) 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 (aprince@dadeschools.net) role is to provide students and teachers with a variety of multimedia programs and services, aligned to the standards, to engage students and foster reading across curriculum. Mr. Prince collaborates with administration on instructional and operational initiatives. He shares information with other teachers and staff via department meetings, faculty meetings and EESAC meetings. |
| Moreno, Julia | Teacher, K-12 | Ms. Moreno's (jamoreno@dadeschools.net) 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. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alonso, Nidia | Teacher, K-12 | Ms. Alonso's (nidiamalonso@dadeschools.net) 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. |
| Bendana, Grace | Teacher, ESE | Ms. Bendana's (graceb@dadeschools.net) 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. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Engaging all stakeholders (parents, students, and staff), is vital for the overall success of our school. This process begins by keeping everyone abreast of pertinent school information via our social media accounts, website, School Messenger and PTSA. Opportunities for all stakeholders to share, participate and provide input in the development of our school improvement plan is done in a variety of ways. These include collaborating with teachers through grade level meetings to review data results and target interventions to meet the needs of the students, promoting teacher leaders, sharing of best-practices, in-house mentoring, parent conferences, EESAC meetings, leadership meetings parent nights, Title I open house and school's climate survey.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is monitored on an ongoing basis. This includes department meetings with a focus on data analysis and student attendance, monthly leadership meetings, faculty meetings, parent conferences to discuss academic growth and Attendance Review Committee (ARC) meetings.

| Demographic Data | |
|--------------------------------------------------------------------------------|----------------------------------------------|
| <p align="center">2023-24 Status (per MSID File)</p> | <p align="center">Active</p> |
| <p align="center">School Type and Grades Served (per MSID File)</p> | <p align="center">Other School PK-5</p> |
| <p align="center">Primary Service Type (per MSID File)</p> | <p align="center">K-12 General Education</p> |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 96% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 91% |
| Charter School | No |
| RAISE School | No |
| 2021-22 ESSA Identification | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2021-22: A 2019-20: A 2018-19: A 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | |
| Absent 10% or more days | 8 | 5 | 7 | 5 | 1 | 7 | 0 | 0 | 0 | 33 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 2 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 2 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 10 | 9 | 8 | 0 | 0 | 0 | 27 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 7 | 1 | 5 | 0 | 0 | 0 | 13 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 14 | 16 | 20 | 15 | 14 | 0 | 0 | 0 | 87 |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 2 | 2 | 7 | 2 | 5 | 0 | 0 | 0 | 18 |

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | Total |
|-----------------------------------------------------------------------------------------------|-------------|----|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 8 | 11 | 7 | 9 | 5 | 6 | 0 | 0 | 0 | 46 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 5 | 4 | 2 | 4 | 0 | 0 | 0 | 15 |
| Course failure in Math | 0 | 0 | 1 | 6 | 2 | 5 | 0 | 0 | 0 | 14 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 5 | 6 | 0 | 0 | 0 | 13 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 1 | 3 | 5 | 5 | 5 | 0 | 0 | 0 | 20 |

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|-----------------------------------------------------------------------------------------------|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 8 | 5 | 7 | 5 | 1 | 7 | 0 | 0 | 0 | 33 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 2 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 2 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 10 | 9 | 8 | 0 | 0 | 0 | 27 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 7 | 1 | 5 | 0 | 0 | 0 | 13 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 8 | 14 | 16 | 20 | 15 | 14 | 0 | 0 | 0 | 87 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 2 | 2 | 7 | 2 | 5 | 0 | 0 | 0 | 18 |

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 67 | | | 63 | | | 70 | | |
| ELA Learning Gains | 73 | | | 50 | | | 61 | | |
| ELA Lowest 25th Percentile | 67 | | | 47 | | | 50 | | |
| Math Achievement* | 74 | | | 66 | | | 78 | | |
| Math Learning Gains | 84 | | | 52 | | | 79 | | |
| Math Lowest 25th Percentile | 86 | | | 38 | | | 74 | | |
| Science Achievement* | 67 | | | 61 | | | 76 | | |

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Social Studies Achievement* | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | 70 | | | 55 | | | 61 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|------------------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 74 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 588 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 58 | | | |
| ELL | 69 | | | |
| AMI | | | | |
| ASN | | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| BLK | | | | |
| HSP | 73 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 55 | | | |
| FRL | 73 | | | |

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 67 | 73 | 67 | 74 | 84 | 86 | 67 | | | | | 70 |
| SWD | 37 | 60 | 65 | 48 | 70 | 82 | 35 | | | | | 65 |
| ELL | 63 | 73 | 55 | 67 | 84 | 83 | 60 | | | | | 70 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 68 | 70 | 61 | 75 | 84 | 87 | 68 | | | | | 70 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 45 | | | 64 | | | | | | | | |
| FRL | 64 | 70 | 70 | 74 | 86 | 91 | 65 | | | | | 67 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 63 | 50 | 47 | 66 | 52 | 38 | 61 | | | | | 55 |
| SWD | 37 | 27 | 30 | 49 | 30 | 33 | 46 | | | | | 44 |
| ELL | 59 | 48 | | 62 | 43 | 40 | 57 | | | | | 55 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 64 | 49 | 43 | 67 | 50 | 33 | 61 | | | | | 56 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 47 | | | 60 | | | | | | | | |
| FRL | 58 | 52 | 50 | 63 | 51 | 38 | 59 | | | | | 57 |

| 2018-19 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 70 | 61 | 50 | 78 | 79 | 74 | 76 | | | | | 61 |
| SWD | 42 | 37 | 30 | 62 | 67 | 68 | 48 | | | | | 58 |
| ELL | 65 | 57 | 47 | 74 | 84 | 71 | 60 | | | | | 61 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 70 | 59 | 50 | 77 | 78 | 73 | 76 | | | | | 60 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 69 | | | 83 | | | | | | | | |
| FRL | 68 | 61 | 46 | 78 | 80 | 75 | 73 | | | | | 65 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component is third grade ELA. The contributing factors include a high number of ESE and ELL students, new testing format and transitioning from second to third grade standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was no decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There was no greatest gap.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component with the most improvement was 5th grade science and 4th grade ELA. Action taken included STEM infused in the curriculum, targeted interventionist, implementation of differentiated instruction and ongoing data analysis.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and learning gains for the L25 subgroup in Reading and Mathematics.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Data analysis to identify student needs and provide targeted interventions with a focus on students in the the L25 subgroup.
2. Differentiated Instruction
3. Students attendance
4. Student engagement
5. Teacher attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data indicates, 72% of 3rd-5th grade students were proficient in ELA as compared to the state average of 54% and district average of 55%. Our findings revealed an increase of 6 percentage points in ELA. Additionally, the 2022-2023 FAST PM3 data indicates, 79% of 3rd-5th grade students were proficient in Math as compared to the state average of 58% and district average of 62%. Our findings revealed an increase of 6 percentage points in Mathematics.

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 learning gains in ELA and Mathematics will increase by an average of 5 percentage points as evidenced by the 2024 state assessments.

Monitoring:

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

Monitoring will be conducted via Walk-throughs, Data Analysis/Chats (iReady, PM1, PM2, 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on data results from formal and informal assessments, our school will focus on evidence-based strategies to formulate differentiated instruction that will target the individual needs of the students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14/23 - 9/29/23 Through grade-level planning, teachers will utilize available data sources, to create opportunities and develop plans to remediate deficient concepts or skills through Differentiated Instruction. As a result, instruction will be aligned to students' needs.

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

By When: 8/14/23 - 9/29/23

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. Monthly 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 will continue to meet bi-monthly through common planning and/or grade-level meetings to address student data points and create fluid grouping based on student needs. As a result, this will foster a data-driven environment that will address students' needs and maximize learning for all students..

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

By When: 8/14/23 - 9/29/23

Implement student-teacher data chats that are geared to foster student accountability and reflection with a focus on the L25 subgroup in Reading and Mathematics. As a result, teacher instruction will be aligned to students' needs.

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

By When: 8/14/23 - 9/29/23

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)

By When: 8/14/23 - 9/29/23

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data indicates, 72% of 3rd-5th grade students were proficient in ELA as compared to the state average of 54% and district average of 55%. Our findings revealed an increase of 6 percentage points in ELA. The 2022-2023 FAST PM3 data indicates, 79% of 3rd-5th grade students were proficient in Math as compared to the state average of 58% and district average of 62%. Our findings revealed an increase of 5 percentage points in Math. In addition, the 2022-2023 NGSS Science State Assessment indicates 79% proficiency as compared to the district average of 52%. Our findings revealed an increase of 12 percentage points. Based on the data, collaborative planning and differentiated instruction will be our targeted practice to strengthen student engagement and in turn, increase/sustain proficiency.

Measurable Outcome:

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

If we successfully improve student engagement, then all of our subgroups will increase in ELA/ Mathematics proficiency by an average of 2% by June 2024.

Monitoring:

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

Monitoring will be conducted via walk-throughs, lesson plans, student work samples, project based learning products, student attendance, student-data chats, and progress monitoring.

Person responsible for monitoring outcome:

Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a result of the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of collaborating to analyze data to create effective instructional standard aligned activities that foster student engagement and accountability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration and analyzing data provides the teachers with an opportunity to identify students' strengths and weaknesses to address the individual needs of the students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Grade-level teachers will collaborate during common planning to facilitate and create standard aligned activities to foster active student participation and collaboration. As a result, there will be an increase in student attendance and participation, which will be reflected in student academic progress.

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

By When: 8/14/23 - 9/29/23

Teachers will share Best Practices via school-based resource folders in Schoology and Faculty Meetings. As a result, teachers will have the opportunity to collaborate and build their professional pedagogy to improve student engagement.

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

By When: 8/14/23 - 9/29/23

Teachers will utilize data results and student products to reflect, realign and/or adjust standard based instructional activities. As a result, the individual needs of the students will be met.

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

By When: 8/14/23 - 9/29/23

8/14/23 - 9/29/23 Monitoring will be conducted through walk-throughs, lesson plans, student work folders, and student products. As a result, all students will receive high-yield instructional strategies to meet their needs.

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

By When: 8/14/23 - 9/29/23

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Student/Teacher Attendance Dashboard - 15% of students had 11-15 absences as compared to the 12% from the previous year and 17% had 16-30 absences as compared to 18% from the previous year. In addition, 33% of the teachers had 10+ absences as compared to 24% from the previous year.

This data indicates the need to decrease students/teacher absences, specifically 10+ 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, the students will receive continuous instruction and interventions that will contribute to a decrease of 3% in students with 10+ absences. In addition, incentive strategies will be implemented in collaboration with the PTA to reduce student absences. Using attendance incentives and strategies, schoolwide absences will be reduced by June 2024.

Monitoring:

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

Monitoring for students will be conducted via Daily Attendance Report, Parent Conferences, Attendance Review Committee (ARC) Meetings, Truancy Meetings and Leadership Meeting. Counselor will target specific students and provide services as appropriate. Monitoring for teachers will be conducted via the Daily Payroll Attendance Report. Administration will target specific teachers and provide assistance as appropriate.

Person responsible for monitoring outcome:

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Student/Teacher Attendance, our school will implement strategic attendance initiatives to closely monitor absences. For students, immediate communication with parents will be established, counseling, and referrals to outside agencies as well as positive incentives for good attendance. For teachers, the school will collaborate with the PTA to provide incentives to boost teacher morale. These strategies will promote a positive school culture, in turn will increase attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies will promote good attendance and assist in decreasing the number of absences. Attendance is a critical component toward student academic achievement and fostering positive culture within the school community.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students' Attendance Daily Report and Teachers' Payroll Report will be monitored. As a result, students and teachers will be identified in order to provide assistance and support as appropriate.

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

By When: 8/14/23 - 9/29/23

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-Rodriguez (lozano@dadeschools.net)

By When: 8/14/23 - 9/29/23

Implement an incentive program to recognize and reward individual students as well as their homerooms. The program includes recognizing students, each day, via the Public Announcement (PA), for being "Here and On-Time" (HOT), homerooms with 17 days "perfect attendance" will receive rewards throughout the school year, and holding quarterly celebrations for the grade level with the highest attendance rate. As a result, interventions will reduce chronic absenteeism.

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

By When: 8/14/23 - 9/29/23

8/14/23 - 9/29/23 Small group counseling sessions for students with chronic absenteeism spearheaded by counselor. Also, parent communication will be conducted by the classroom teacher after 3 absences. As a result, interventions will reduce chronic absenteeism.

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

By When: 8/14/23 - 9/29/23

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improving staff morale is essential for both staff and student learning and growth. It promotes a sense of professional satisfaction, self efficacy, intrinsic motivation and overall well-being.

Measurable Outcome:

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

If we successfully improve staff morale the overall school culture will improve. In turn, it will improve staff/ student attendance, student engagement, overall academic growth, collaboration, innovation and school culture.

Monitoring:

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

Monitoring will be evident by a decrease in overall absences, increase in staff retention, positive staff morale and school culture.

Person responsible for monitoring outcome:

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of improving staff morale our school will focus on incentives, recognition and opportunities for growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will decrease schoolwide absences, increase in staff retention, positive staff morale and school culture.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Staff will participate in a team building activity, "Plant Your Vision", to foster cohesiveness and sense of collegiality to boost teacher morale.

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

By When: 8/14/23 - 9/29/23

Monthly birthday celebrations to recognize all staff members throughout the year.

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

By When: 8/14/23 - 9/29/23

8/14/23 - 9/29/23 Teachers will be provided leadership opportunities for growth by sharing of Best Practices via various venues (leading faculty meetings, Schoology resource folders, organizing/presenting at professional developments and leadership meetings).

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

By When: 8/14/23 - 9/29/23

Acknowledge and recognize staff during walk-throughs and spotlight them during morning announcements via the schoolwide WSCE-TV.

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

By When: 8/14/23 - 9/29/23

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is disseminated and reviewed in a variety of venues. This includes staff meetings, monthly leadership team meetings, parent conferences Faculty/Leadership and EESAC meetings. The SIP is also available to all the stakeholders via the school website at snappercreekelementary.com and in the Parent Resource Center located in the Main Office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships, opportunities for all stakeholders to share, participate and provide input for the fulfillment of the school's mission is done in a variety of ways. These include, collaborating with teachers during grade level meetings to review data and target interventions, EESAC meetings, parent nights, Title I Open House and PTSA schoolwide activities. Parents are also kept informed via our website at snappercreekelementary.com and social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program in the school, collaborative grade level planning meetings are scheduled to review data, plan robust lessons and develop targeted intervention strategies. This will also provide an opportunity to share best practices and create instructional strategies geared at meeting the needs of the students. Additional support will also be provided to L25, Tier 2 and Tier 3 students through scheduled targeted interventions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school guidance counselor collaborates with teachers and school administrators to provide both individual and small group counseling sessions to guide students in making appropriate behavioral and academic choices. The Threat Assessment Team meets on a monthly basis to assess, identify and evaluate students in need of intervention.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school-wide incentive programs are implemented to encourage positive students behaviors. These include "Snappers of the Month". Students are selected based on the character trait identified for the month. The school's progressive discipline plan includes warning, parent contact, removal of activity, parent conference and counseling. Additionally, a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) are implemented as appropriate. Individual and group counseling is provided to identified students in need of additional support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

During collaborate planning teachers and paraprofessionals review and analyze data to drive instructional practices and interventions. Sharing of best practices is implemented during faculty and grade level meetings. Additionally, professional learning opportunities are provided to staff to build capacity and professional growth.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

During the Spring time, a Kindergarten Orientation is held for parents of students transitioning to kindergarten. In the meeting, kindergarten teachers provide an overview of the curriculum, expectations and provide an opportunity for parents to tour the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|---------------|--------|-----------------------------------------------------------|---------------|
| 1 | III.B. | Area of Focus: Instructional Practice: Differentiation | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: Student Engagement | \$0.00 |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No