



Miami-Dade County Public Schools

SNAPPER CREEK ELEMENTARY SCHL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Cory R. Rodriguez

Coryrodriguez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The role of 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.

Leadership Team Member #2

Employee's Name

Elizabeth Lozano

lozano@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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 Differentiated Instruction. Monitor the effective of the instructional strategies to ensure the needs of the students are addressed.

Leadership Team Member #3

Employee's Name

Barbara Rodriguez

barbierodriguez@dadeschools.net

Position Title

Spanish Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Andrew Prince

aprinced@dadeschools.net

Position Title

Instructional Media

Job Duties and Responsibilities

Mr. Prince's (aprinced@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.

Leadership Team Member #5

Employee's Name

Julia Moreno

jamoreno@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Nidia Alonso

nidiamalonso@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Grace Bendana

graceb@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #8**Employee's Name**

Maria Carrasquillo

mcarrasquillo@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

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 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.

Leadership Team Member #9**Employee's Name**

Giselle Bouza

242150@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

Ms. Carrasquillo's (macarrasquillo@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.

Leadership Team Member #10**Employee's Name**

Alexandria Acosta

aacosta1@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

Ms. Acosta's role is to support the development of her respective teachers through collaborate planning as well as data analysis to ensure academic strategies are aligned to the standards that enrich and remediate the needs of the learners.

Leadership Team Member #11**Employee's Name**

Ivette Saavedra

244321@dadeschools.net

Position Title

Teacher (ESE)

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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, inhouse mentoring, parent conferences, EESAC meetings, leadership meetings parent nights, Title I open house and school's climate survey . The EESAC representatives include the principal, assistant principal, student, parents, teachers and community business representatives.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	86.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	37	69	65	63	58	54				346
Absent 10% or more school days	5	5	5	4	4	2				25
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)		2	1	2	2					7
Course failure in Math		2	6	1	4	1				14
Level 1 on statewide ELA assessment			5	8	9	2				24
Level 1 on statewide Math assessment			1	3	3	3				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	7	8	16	15	7				57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1		1						4

Current Year 2025-26

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	3	5	6	7	7	6				34

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	1						5
Students retained two or more times										0

Prior Year (2024-25) As Last 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 school days	1	5	5	4	5	4				24
One or more suspensions					1	2				3
Course failure in English Language Arts (ELA)		1	1	1	1	2				6
Course failure in Math		1	3	3	3	3				13
Level 1 on statewide ELA assessment				1	13	6				20
Level 1 on statewide Math assessment					6	6				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	6	20	14						43
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	3	8	3	4					21

Prior Year (2024-25) As Last Reported (pre-populated)

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	3	5	5	6	7	6				32

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	2	4	1	2					13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	65	59	73	63	57	66	60	53
Grade 3 ELA Achievement	86	65	59	68	63	58	67	60	53
ELA Learning Gains	69	65	60	78	64	60			
ELA Lowest 25th Percentile	65	62	56	78	62	57			
Math Achievement*	90	72	64	86	69	62	76	66	59
Math Learning Gains	83	66	63	79	65	62			
Math Lowest 25th Percentile	81	59	51	71	58	52			
Science Achievement	83	63	58	86	61	57	77	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	66	63	68	64	61	59	63	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	701
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
78%	76%	67%	74%	54%		69%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	68%	No		
English Language Learners	74%	No		
Hispanic Students	78%	No		
Economically Disadvantaged Students	76%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	73%	86%	69%	65%	90%	83%	81%	83%					71%
Students With Disabilities	60%	67%	58%	57%	80%	75%	79%	71%					65%
English Language Learners	62%	80%	58%	67%	86%	81%	81%	82%					71%
Hispanic Students	73%	84%	69%	67%	90%	84%	83%	81%					71%
Economically Disadvantaged Students	65%	85%	64%	70%	87%	84%	86%	78%					65%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	68%	78%	78%	86%	79%	71%	86%					68%
Students With Disabilities	56%	52%	65%	75%	74%	65%	67%	73%					48%
English Language Learners	71%	67%	87%	89%	81%	72%	71%	86%					68%
Hispanic Students	74%	70%	78%	81%	86%	79%	74%	86%					70%
Economically Disadvantaged Students	67%	63%	81%	82%	84%	76%	72%	86%					73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	66%	67%			76%			77%					59%
Students With Disabilities	46%	55%			62%			44%					34%
English Language Learners	55%	48%			66%			78%					47%
Hispanic Students	66%	70%			76%			76%					49%
Economically Disadvantaged Students	65%	70%			73%			80%					49%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	60%	15%	57%	18%
ELA	4	59%	59%	0%	56%	3%
ELA	5	58%	60%	-2%	56%	2%
Math	3	89%	69%	20%	63%	26%
Math	4	84%	68%	16%	62%	22%
Math	5	84%	62%	22%	57%	27%
Science	5	74%	56%	18%	55%	19%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that demonstrated the most improvement is mathematics achievement. The actions taken in this area is continue to utilize resource and math interventions.

Lowest Performance

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

The data component that demonstrated the lowest performance is ELA gains L25. The contributing factors include the number of ESE and ELL students.

Greatest Decline

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

The data component that demonstrated the greatest decline from prior year is math I25. The contributing factor includes the number of ELL students.

Greatest Gap

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.

Analysis reveals no significant discrepancies in data components when compared to the state average at this time

EWS Areas of Concern

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

The potential areas of concern include ELA L25, ELL and ESE students.

Highest Priorities

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

The highest priorities for school improvement in the upcoming school year include learning gains and L25, specifically in ELA, attendance, ELL and ESE students.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024–2025 FAST PM3 data, 73% of students in grades 3–5 demonstrated proficiency in ELA. Learning gains in ELA were recorded at 69%, with the lowest 25% subgroup achieving 65%. These results highlight a need to continue targeted support in reading, particularly for students in the lowest quartile. In math, 90% of 3rd–5th grade students were proficient. Learning gains in math were strong, with 83% overall and 81% among the lowest 25% subgroup. This marks a 4-percentage point increase in math proficiency from the previous year.

For all relevant grade levels, the area of focus will remain on strengthening reading comprehension and expanding support for struggling readers. These needs were identified through a review of subgroup performance data, which showed that while overall proficiency was strong, achievement gaps remain.

Key contributing strategies that led to positive outcomes include the use of differentiated instruction, ongoing interventions, and strategic push-in and pull-out support during both reading and math instructional blocks.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2024-2025 FAST PM3 data, the findings indicate that 73% of 3rd-5th grade students were proficient in ELA as compared to the district average of 61%. Additionally, the 2024-2025 FAST PM3 data indicates that 90% of 3rd-5th grade students were proficient in Math as compared to district average of 62%.

Through continued use of differentiated instruction, we aim to maintain or improve ELA proficiency by

an average of 3 percentage points, as measured by the 2026 FAST PM3 assessments. In addition, we expect our lowest 25% subgroups in both ELA and Mathematics to show an average increase of 4 percentage points in learning gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will take place through classroom walk-throughs, review of student work samples, and ongoing analysis of assessment data, including i-Ready, IXL, topic assessments, and benchmark tests. Intervention opportunities will also be used to track student progress and adjust instruction as needed.

During grade-level planning, teachers will use current data and available resources to identify areas of need and design differentiated instruction to address specific skills.

The administrative and leadership teams will engage in on-going data discussions with teachers during team planning, department meetings, and leadership meetings. These collaborative conversations will focus on student progress, with particular attention to English Language Learners (ELLs) and students in the lowest 25% (L25) subgroup. Monthly grade-level meetings will be held to review recent data, evaluate the effectiveness of instructional resources, and adjust strategies to better support students.

If the budget allows, interventionists will be provided time and support to collaborate closely with classroom teachers. Teachers will continue meeting bi-weekly during common planning time to analyze student data and form flexible groups based on student needs. Monthly vertical planning meetings will also take place to strengthen alignment across grade levels.

Student-teacher data chats will be used to build student ownership of learning, particularly for those in the L25 subgroup. These conversations will guide instructional planning and help ensure that lessons are directly aligned to student needs in both reading and mathematics. This structured, data-driven approach will help maximize learning and support growth for all students.

Person responsible for monitoring outcome

Dr. Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

Differentiated instruction aligns instruction and remediation strategies to students' needs. In practice, differentiated instruction fosters growth and maximizes the potential of all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Dr. Cory Rodriguez (pr5121@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through grade-level and vertical planning meetings, teachers will utilize available data sources to create opportunities and develop plans to remediate deficient concepts or skills through Differentiated Instruction. This will be monitored through lesson plans and student outcomes.

Action Step #2

Data-Driven Decision Making

Person Monitoring:

Dr. Cory Rodriguez (pr5121@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through the review of formal and informal student data, Administration and teachers will meet during grade-level planning sessions, department meetings, and vertical planning sessions to focus on the overall progress of all students and to identify areas of need or remediation to realign instructional strategies and develop interventions. Teachers will continue to meet bi-monthly through common planning and/or grade-level meetings to address student data points and generate fluid groupings. As a result, this will foster a data-driven environment that will address students' needs and maximize student learning. This will be monitored through lesson plans and student outcomes.

Action Step #3

Student-Teacher Data Chats

Person Monitoring:

Mrs. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024–2025 FAST PM3 data, 73% of 3rd–5th grade students demonstrated proficiency in ELA, compared to the district average of 61%. Learning gains in ELA were 69%, with the lowest 25% subgroup achieving 65%. In Mathematics, 90% of students in grades 3–5 were proficient, compared to the district average of 62%. This reflects a 4-percentage point increase from the previous year. Math learning gains were 83%, with the lowest 25% subgroup reaching 81%. Based on this data, the identified area of focus for grades 3–5 is strengthening instruction in both Reading and Math, with an emphasis on increasing learning gains, particularly for students in the lowest 25%. While overall performance is strong, subgroup data highlights the need for more targeted support to close learning gaps.

To address this need, collaborative planning will be implemented as a core practice. Teachers will use grade-level planning time to analyze student data, identify areas for remediation, and share effective instructional strategies. This collaboration will support the development of differentiated lessons aligned to student needs and ensure that instructional delivery is focused, responsive, and data-driven leading to increased learning gains across all subgroups.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2024–2025 FAST PM3 data, 73% of students in grades 3rd to 5th demonstrated proficiency in ELA, compared to the district average of 61%. Additionally, 69% of students made learning gains in ELA, while 65% of students in the lowest 25% subgroup showed gains in the same area. In Mathematics, 90% of 3rd to 5th grade students were proficient, exceeding the district average of 62%. This marks a 4-percentage point increase from the previous year. Math learning gains reached 83% overall, with the lowest 25% subgroup achieving 81%. With the continued implementation of structured collaborative planning, we aim to increase proficiency and learning gains in both ELA and Math across all subgroups by an average of 3%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be conducted through walk-throughs, review of meeting agendas, and analysis of student outcomes. This will help ensure the development of effective, standards-aligned instructional activities that promote student proficiency and learning gains. Additionally, teachers will collaborate vertically across grade levels to develop and refine standards-aligned activities, ensuring instructional strategies consistently support student achievement.

Person responsible for monitoring outcome

Ms. Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement structured, collaborative planning sessions across all grade levels. During these sessions, teachers will analyze student data, align instruction to standards, and develop targeted strategies to address student needs. This practice is supported by evidence showing that collaborative planning improves instructional quality and student achievement. The effectiveness of collaborative planning will be monitored through lesson plan reviews, student performance data (iReady, FAST, classroom assessments), and administrative walk-throughs. Adjustments will be made based on ongoing data analysis and student outcomes.

Rationale:

Collaborative planning allows teachers to work together to analyze student data, align instruction with standards, and share effective strategies. This process leads to more targeted, consistent instruction across classrooms. By strengthening collaboration, the school aims to improve instructional quality

and increase student achievement across all grade levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Master Schedule

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will develop a Master Schedule that includes common planning time for grade levels and departments. This time will enable teams to collaborate regularly, share best practices, and design targeted instructional strategies tailored to student needs. The school will monitor the effectiveness of this action through observations of collaborative meetings, review of planning documents, and tracking improvements in student performance data to ensure instructional strategies are aligned and impactful.

Action Step #2

Teacher Collaboration

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning sessions and vertical planning meetings, teachers will utilize student data results and work products to reflect, realign, and/or adjust standards-based instructional activities. As a result, the individual needs of the students will be met. This will be monitored through regular walkthroughs, classroom observations, and reviews of lesson plans.

Action Step #3

Analyzing Data

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will review student data to develop fluid groups for Differentiated Instruction and create instructional activities geared at enriching and remediating student deficiencies. This will be monitored through focused walkthroughs, data chats, and lesson plans.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024–2025 Student Attendance Dashboard, 14% of students had 11–15 absences, showing no improvement from 14% of the previous year. For students with 16–30 absences, the rate was 18% compared to 16% the previous year. This data highlights the ongoing need to reduce student absences, especially those with 11 or more days missed. Factors contributing to these absences may include family situations and unexpected emergencies.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If the target element of attendance is implemented, the students will receive continuous, uninterrupted instruction and interventions that will contribute to a decrease of 5% in the students with 11+ absences. In addition, incentive strategies will be implemented in collaboration with the PTSA to reduce student. Using the targeted element of attendance initiatives, schoolwide absences will be reduced by June 2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ongoing monitoring of students' daily attendance will help identify those who are frequently absent. By tracking attendance data closely, students with chronic absenteeism will be provided with timely support and interventions.

Regular meetings through ARC, Truancy, and the Multi-Tiered System of Support (MTSS) will address attendance issues, helping to reduce student absences. As a result, these interventions will improve attendance and lead to improved engagement and higher achievement outcomes for students.

Person responsible for monitoring outcome

Cory Rodriguez (pr5121@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strategic Attendance Initiatives involve close monitoring and reporting of students absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students and staff with perfect attendance.

Rationale:

These strategies will result in a decrease in the number of absences for students. Attendance is a critical component toward student academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Reports

Person Monitoring:

Cory Rodriguez (pr5121@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students' daily attendance reports will be reviewed regularly to identify those who may need additional support and assistance as appropriate.

Action Step #2

Attendance Interventions for Students

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct ARC, Truancy, and Multi-Tiered System of Support (MTSS) meetings for students experiencing chronic absenteeism. These interventions aim to effectively reduce the number of absences.

Action Step #3

Attendance Incentives

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement an incentive program to acknowledge and reward individual students. This includes daily recognition through the Public Announcement (PA) for students who are “Here Everyday Ready and On Time (H.E.R.O),” celebrating perfect attendance during quarterly honor roll ceremonies, and providing monthly incentives for students with 100% attendance. These efforts aim to reduce chronic absenteeism by encouraging consistent attendance.

Area of Focus #2

Other: Celebrate Successes

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Celebrating Success both academic and behavioral, support a positive school culture and motivates students to continue striving for growth. Celebrations boost student confidence, increase engagement, and foster a sense of belonging, all of which positively impact learning outcomes. This focus was identified as a crucial need based on prior year data showing that while academic performance improved, student engagement and attendance rates indicated room for growth in school climate. By intentionally celebrating successes, we aim to reinforce positive behaviors and academic efforts, which research shows leads to increased student motivation and improved achievement. Data from surveys and attendance reports highlighted the importance of this supportive environment to help sustain student progress.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As part of our focus on celebrating student success, the school will implement recognition systems to improve student and teacher outcomes across all grade levels. These efforts aim to enhance motivation, academic growth, positive behavior, and overall school engagement. The impact of these initiatives will be measured by end-of-year climate survey results, PM3 assessment scores, and school-wide attendance data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through feedback from students and staff, levels of participation, and observations of the overall school climate. Informal indicators such as improved behavior, higher student engagement, and boosted staff morale will be tracked through teacher input, decrease in Student Case Management

forms and administrative walk-throughs. In addition, the school will review the results of the School Climate Survey at the end of the school year and trends in attendance, behavior referrals, and academic performance to evaluate how recognition efforts may be influencing student and staff outcomes.

Person responsible for monitoring outcome

Ms. Elizabeth Lozano-Rodriguez (lozano@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale:

Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

"Level Up" Celebration

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez
(lozano@dadeschools.net)

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

"Level UP" celebrations to recognize and honor students who have demonstrated improvement on their iReady diagnostics and FAST assessments (PM2, PM3). Student data from iReady and FAST assessments before and after the celebration will be monitored to measure continued growth. Additionally, feedback from students and staff will be collected to assess the celebration's effectiveness in boosting motivation and fostering a positive learning environment.

Action Step #2

Teacher Recognition

Person Monitoring:

By When/Frequency:

Dr. Cory Rodriguez (pr5121@dadeschools.net) 9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Recognition system that provides positive affirmations and personalized appreciation cards to teachers for their hard work and dedication. This practice will acknowledge their hard work, boost morale, and encourage continued excellence in instructional delivery.

Action Step #3

Student/Staff Spotlight

Person Monitoring:

Ms. Elizabeth Lozano-Rodriguez

By When/Frequency:

9/26/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a "Spotlight" segment during the morning announcements to recognize students and teachers for individual successes. These may include, but are not limited to, random acts of kindness, academic improvement, going above and beyond expectations, or demonstrating leadership and positive behavior. The impact of this action will be monitored through student and staff feedback, participation rates, and observations of school climate and culture. Positive changes in behavior, increased student motivation, and improved staff morale will also be tracked informally through teacher observations and administrative walk-throughs. Additionally, the school will review attendance, discipline referrals, and academic progress over time to assess any correlation with increased recognition efforts.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 stakeholders via the school's website at snappercreekelementary.com and in the Parent Resource Center Located in the main office.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

To build positive relationships, opportunities for all stakeholders to share, participate and provide 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 informed via our website at snappercreekelementary.com and social media

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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, Tier2 and Tier 3 students through scheduled targeted interventions.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

During collaborative 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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00