

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Snapper Creek Elementary School (5121)

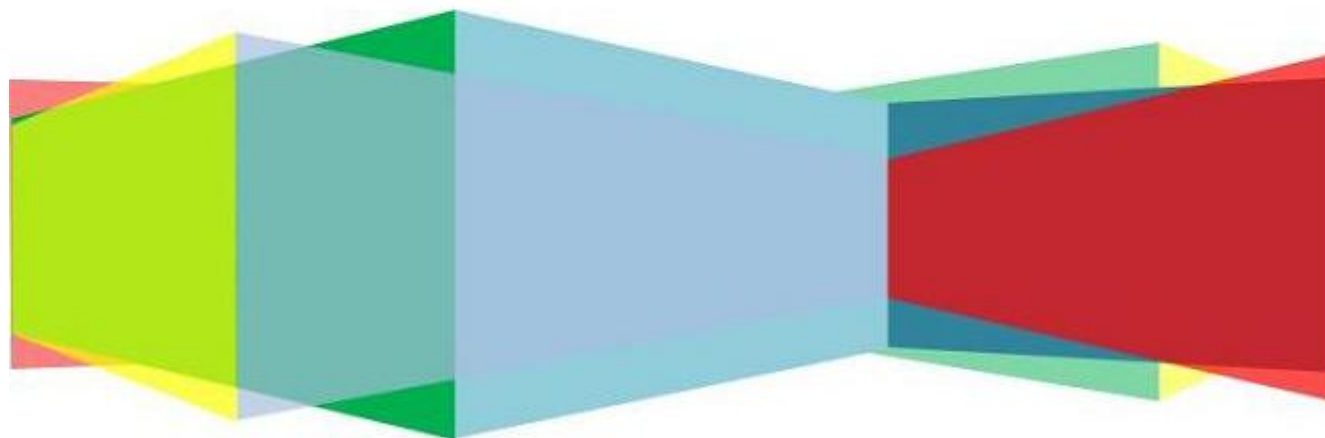
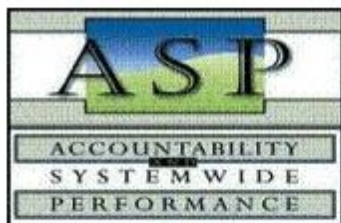
Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Eric Torres

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Snapper Creek Elementary is a 46-year-old prekindergarten through fifth grade school of 602 students, located in southwest Miami-Dade County. The student membership is as follows: 88 percent Hispanic, 8 percent White non-Hispanic, 2 percent Asian, 1 percent Black, and 1 percent Multicultural. Seventy-five percent of the students are in the standard curriculum program, 14 percent of the students are in the English for Speakers of Other Languages (ESOL) program, 7 percent are in the Exceptional Student Education (ESE) program, and 4 percent are in the resource Gifted program. The school's student attendance rate is 96%. In addition to the academic programs mentioned above, the school also offers before and after school activities to include: the Academic Excellence Program (AEP), Chorus, Band, Safety Patrol, and chess club. The staff is comprised of 64 percent Hispanic, 22 percent White non-Hispanic and 14 percent Black non-Hispanic. Eleven percent of the full-time staff are male and 89 percent are female. The average class size is 18 students in the primary grades and 22 in the intermediate grades. An area of strength is that 81 percent of students in grades three through five met high standards on the 2007 FCAT Reading test. An area of concern is that only 38 percent of students in grade five met high standards on the 2007 FCAT Science test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading comprehension skills as evidenced by 82 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 79 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 76 percent of students scoring at level 3 or higher on the 2008 FCAT Writing+ Essay and Multiple Choice Test.

Given instruction using the Sunshine State Standards, grade five students will increase their science skills as evidenced by 40 percent of students scoring at and above FCAT Level 3 on the 2008 FCAT Science Test.

Given additional parental resources provided by the staff, EESAC, and PTSA Board, the number of volunteer hours logged during the 2007-2008 school year will increase by 2 percentage points as compared to the 2006-2007 school year as documented in the volunteer log.

Given instruction in and practice with conflict resolution skills, there will be a 2 percent decrease in the number of occurrences of aggressive/bullying behaviors from 135 to 132 as evidenced by a decrease in the number of referrals classified as "general disruptive behavior" as reported in the 2007-2008 SCMs reports compared to the 2006-2007 SCMs reports.

Given schoolwide emphasis on technology, teachers in grades kindergarten through fifth will develop and implement one unit plan per grade level in each grading period that integrates technology, and this will be documented by teachers' long-range lesson plans and student samples.

Given societal emphasis on the importance of good health and fitness, Snapper Creek Elementary will raise awareness of parents and will increase the percent of students eating breakfast by 2 percent in 2007-2008 as compared to 2006-2007 as documented by the May 2008 (#T0960850) food service management statistical report.

Given emphasis on providing opportunities for growth in creative and critical thinking, 21 percent of the students in kindergarten through fifth grade will participate in extracurricular activities as documented by club rosters.

Snapper Creek Elementary will improve its ranking on the State of Florida Return on Investment index publication from the 66th percentile in 2004-05 to the 67th percentile on the next publication of the index.

Our activities will complement our mission to provide quality education through an environment where children thrive academically and emotionally, and in which faculty and staff will experience professional growth to meet their full potential. A review of the data provided by the "Organizational Performance Improvement Snapshot" survey tool indicates that the faculty and staff need further information on how the school is doing financially, as well as clearer communication about information needed to do their work. The administration plans to communicate financial information through faculty meetings and EESAC meetings so that the faculty and staff better understand the school budget. Communication will be improved through utilizing email, weekly staff bulletins, vertical team meetings, weekly grade-level planning, the Literacy Leadership Team, and department chairpersons. By providing additional information about school budget and communicating more effectively, we hope to improve the school environment.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

5121 - SNAPPER CREEK ELEMENTARY SCHOOL

VISION

Our vision is that each child who enters our school brings a uniqueness that provides us with the challenge of ensuring that we will do our best to teach each and every child to his/her fullest potential. Success should not be limited to a few, but with proper support, dedication, and hard work, all of our students can be successful. Our goal is to stimulate our students by giving them the tools to become active learners, to access information as needed, and to solve real world problems. The challenges we give them today will help prepare them to meet the challenges of the 21st century.

MISSION

Our mission incorporates a multi-faceted approach: accentuate reading instruction combined with writing instruction to enable our students to become truly literate, enrich our mathematics instruction along with science, social studies, and the use of technology to enable our students to succeed, and draw upon our art, music, physical education, exceptional student, and bilingual departments to complete the total quality education that we envision. It is our purpose to develop lifelong learners who will be contributing citizens in our multicultural, ever-changing world.

CORE VALUES

The staff, students, and community of Snapper Creek Elementary hold the following beliefs as the framework for our school: We are dedicated to quality; We believe that Snapper Creek should be, for all those involved, a place of realized potential; We believe that our responsibility is to our students, to our employees, to the community, and the society we serve. Success should not be limited to a few, but with proper support, dedication, and hard work, all of our students can be successful.

School Demographics

Snapper Creek Elementary, built in 1961, on 1.78 acres, is located at 10151 S.W. 64 Street. It is a prekindergarten through fifth grade school of approximately 602 students located in southwest Miami-Dade County. Snapper Creek is part of the Killian feeder pattern in Regional Center V. Due to the construction of a modular building three years ago, Snapper Creek Elementary does not have any portable classrooms. That modular building now houses the 4th and 5th graders.

The student membership is as follows: 88 percent Hispanic, 8 percent White non-Hispanic, 2 percent Asian, 1 percent Black, and 1 percent Multicultural. Seventy-five percent of the students are in the standard curriculum program, 14 percent of the students are in the English for Speakers of Other Languages (ESOL) program, 7 percent are in the Exceptional Student Education (ESE) program, and 4 percent are in the resource Gifted program. The staff is comprised of 64 percent Hispanic, 22 percent White non-Hispanic and 14 percent Black non-Hispanic. Eleven percent of the full time staff are male and 89 percent are female. Thirty-three percent of the instructional staff have a Master's Degree, and two percent have Specialist Degrees. The average class size is 20:1 in kindergarten through third grade and 23:1 in fourth and fifth grade.

This year the Snapper Creek community is proud to again be part of the "Reading First Grant." The school is also proud to be implementing phase four of the Anti-Bullying Program designed by the Student Services Department. The school's leadership team consists of the Principal, Assistant Principal, counselor, reading coach, Exceptional Student Education department chair and grade level chairpersons. The leadership team sets the curricular direction for the school. This year Snapper Creek is offering chess club as part of the Academic Excellence program.

Snapper Creek enjoys involving its students in extra-curricular activities. We have a chorus, jump rope club, and an active student council. Snapper Creek works diligently with our Dade Partners, which include Fit Kids, Bank of America, and IHOP.

Our vision is that each child who enters our school brings a uniqueness that provides us with the challenge of ensuring that we will do our best to teach each and every child to his/her fullest potential. Success should not be limited to a few, but with proper support, dedication, and hard work, all of our students can be successful.

School Foundation

Leadership:

How the leadership team sets the direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school is essential to student performance. The OPIS completed in September 2006 indicates a positive overall composite of 4.5 in all areas. The staff understands the school's mission and operates within the value system embodied in the Miami-Dade County Public Schools to provide an environment that encourages optimum academic and social growth for our students. This positive work environment welcomes participation and input from all members of the staff for a model of continuous improvement in all areas of the daily operation of the school.

District Strategic Planning Alignment:

Snapper Creek Elementary operates within the scope of the Continuous Improvement Model for all strategic planning objectives. The constant focus on the mission of our school encourages a targeted approach to all aspects of this planning process. The OPIS completed by the staff further documents and supports this model with an overall score of 4.5 in the area of Strategic Planning. Members of the school community feel empowered to share ideas for the future and participate in all endeavors towards our common mission.

Stakeholder Engagement:

The staff at Snapper Creek Elementary is fully committed to providing an educational environment that ensures academic improvement for all students. Even with the many challenges faced by our community, the staff continues to maintain communication, receive feedback, and assist in offering support for our customers, the parents and students. We accomplish these goals by providing a wide variety of student services including: tutoring for at-risk students, developmental counseling, conflict resolution training, anti-bullying instruction, substance abuse training, career development, development of study habits, inclusion opportunities for ESE students, and psychological testing. We encourage parental involvement by providing opportunities for parent participation in all aspects of school operations including: working at Snapper Creek Elementary, parent inservices, EESAC, PTSA, and through many active student clubs and organizations. The School Climate Survey completed at the end of the 2006-2007 school year indicated an overall satisfaction with the school environment.

Faculty & Staff:

Snapper Creek Elementary employs sixty-four full-time staff members and eighteen part-time staff members. We have two administrators, thirty general education classroom teachers, five exceptional education teachers, four foreign language/ESOL teachers, one guidance counselor, three special area teachers, one media specialist, one pre-kindergarten teacher, one reading coach, one therapeutic paraprofessional, eleven teacher assistants, four clerical workers, six custodians, seven food service workers, one security monitor, and one micro-systems technician. Of the teaching staff, five percent are new teachers. The Teacher Mentoring Program consists of continuous support and targeted inservice to improve classroom curriculum delivery. Continuous support is offered through the identification of a mentor teacher and through grade-level planning. Targeted inservice is initiated through the mutual development of a professional development log. This log lists specific training objectives linked to identified student needs and professional development activities. The results of the OPIS rated the section on Human Resources an overall score of 4.6. This evaluation indicates that the overall working climate at Snapper Creek Elementary fosters continuous individual and team improvement.

Data/Information/Knowledge Management:

Snapper Creek Elementary employs sixty-four full-time staff members and eighteen part-time staff members. We have two administrators, thirty general education classroom teachers, five exceptional education teachers, four foreign language/ESOL teachers, one guidance counselor, three special area teachers, one media specialist, one pre-kindergarten teacher, one reading coach, one therapeutic paraprofessional, eleven teacher assistants, four clerical workers, six custodians, seven food service workers, one security monitor, and one micro-systems technician. Of the teaching staff, five percent are new teachers. The Teacher Mentoring Program consists of continuous support and targeted inservice to improve classroom curriculum delivery. Continuous support is offered through the identification of a mentor teacher and through grade-level planning. Targeted inservice is initiated through the mutual development of the State required Professional Development Plan. This plan lists specific training objectives linked to identified student needs and professional development activities. The results of the OPIS rated the section on Human Resources an overall score of 4.6. This evaluation indicates that the overall working climate at Snapper Creek Elementary fosters continuous individual and team improvement.



School Improvement Plan 2007-2008



Education Design:

Snapper Creek Elementary employs sixty-four full-time staff members and eighteen part-time staff members. We have two administrators, thirty general education classroom teachers, five exceptional education teachers, four foreign language/ESOL teachers, one guidance counselor, three special area teachers, one media specialist, one pre-kindergarten teacher, one reading coach, one therapeutic paraprofessional, eleven teacher assistants, four clerical workers, six custodians, seven food service workers, one security monitor, and one micro-systems technician. Of the teaching staff, five percent are new teachers. The Teacher Mentoring Program consists of continuous support and targeted inservice to improve classroom curriculum delivery. Continuous support is offered through the identification of a mentor teacher and through grade-level planning. Targeted inservice is initiated through the mutual development of the State required Professional Development Plan. This plan lists specific training objectives linked to identified student needs and professional development activities. The results of the OPIS rated the section on Human Resources an overall score of 4.6. This evaluation indicates that the overall working climate at Snapper Creek Elementary fosters continuous individual and team improvement.

Performance Results:

Snapper Creek Elementary also realizes and analyzes additional areas that impact student performance. These areas include, but are not limited to: attendance, suspensions, disruptive behavior, and retentions. The accumulated percent of attendance for the 2006-2007 school year for Snapper Creek Elementary was 96.05 percent. There were a total of 153 students on an Academic Improvement Plan (AIP) during the 2006-2007 school year. Eight students in grades kindergarten through fifth were retained during the 2006-2007 school year.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

The goal of Snapper Creek Elementary is for students to acquire the necessary skills in reading to meet the State's reading standards.

Needs Assessment

Scores on the 2007 FCAT Reading Test indicate that 81 percent of students met high standards (Level 3 and above) in reading, 74 percent of the students made learning gains in reading, and 56 percent of the lowest 25 percent of students made learning gains. Students in grades three through five experienced the most difficulty with the content-cluster reference/research. These results indicate the need to: align the curriculum being taught with the Reading Sunshine State Standards; ensure that the report card grades are based on learning activities that are in alignment with the Sunshine State Standards; provide direct instruction for the 26 percent of students not making acceptable learning gains; increase opportunities for students with disabilities to be included in the general education setting with the support of the exceptional education teacher and hourly paraprofessionals; and provide tutoring to all students not demonstrating learning gains.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading comprehension skills as evidenced by 82 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in the Reading First Grant. The grant targets kindergarten through third grade with emphasis on reading and writing.	Kindergarten through Third Grade Classroom Teachers, Reading Coach, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Evaluate learning activities designed to provide direct instruction utilizing CRISS strategies with the Sunshine State Standards through grade level and vertical team planning sessions.	Classroom Teachers, Department Chairpersons, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Continue the implementation of the Accelerated Reader Program with emphasis on students who scored an FCAT Level 3 and higher. Review reports monthly to ensure that all students are participating in the program.	Classroom Teachers, Media Specialist, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize small-group differentiated instruction with a focus on guided reading and content clusters that students scored low on in the 2006 administration of the FCAT. Monitor instruction to assure it is aligned with the Comprehensive Research-based Reading Plan and the requirements of the Reading First Grant.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Identify students in Levels 1 and 2 on the FCAT Reading Test, and provide small-group tutoring interventions during the school day using an hourly teacher and tutors. Monitor the tutoring groups utilizing the Continuous Improvement Model (CIM).	Classroom Teachers, Hourly Teacher/Tutors, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	15000
Monitor all retained students, low performing students, FCAT Level 1 and 2 students, and students scoring below the twenty-fifth percentile on the SAT-10. Utilize the Voyager Passport program with the identified students.	Reading Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

The staff at Snapper Creek Elementary will be using the following research-based programs for reading: Houghton Mifflin Core Reading Program and Voyager Passport.

Professional Development

Staff development will be provided for teachers not previously trained in CRISS strategies, FCAT Explorer, Accelerated Reader, and Voyager Passport. Teachers not already trained in the use of the Houghton Mifflin Core Reading Program will continue to participate in district-provided trainings.

Evaluation

Students in kindergarten through fifth grade will be monitored quarterly using the DIBELS assessment. Students in third through fifth grade will be evaluated by the FCAT SSS and NRT in March, 2008. Other forms of evaluation will include: Houghton Mifflin Reading Series tests, STAR, Accelerated Reader tests, Voyager Passport assessments, and SAT-10. Teacher-made tests and interim assessments will serve as formative assessments.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

The goal of Snapper Creek Elementary is for students to acquire the necessary skills in mathematics to meet State standards.

Needs Assessment

Scores on the 2007 administration of the FCAT Mathematics Test indicate that 78 percent of the students in grades three through five scored Level 3 and above, 64 percent of students demonstrated learning gains, and 67% of the lowest 25% of students made learning gains. Data also indicates the need for increased instructional focus in the areas of algebraic thinking and geometry. These results indicate the need to align the curriculum being taught with the Mathematics Sunshine State Standards, and ensure that the report card grades are based on learning activities that are in alignment with the Sunshine State Standards.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 79 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor assessment information for retained students, low performing students, FCAT Level 1 and 2 students, and students scoring below the twenty-fifth percentile on the SAT-10.	Mathematics Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Require all students to maintain a mathematics notebook that will include: recording of grade, assignments, vocabulary, and class notes.	Classroom Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Education Innovation	0
Identify students in Levels 1 and 2 on the FCAT Mathematics Test. Provide and monitor small-group tutoring interventions during the school day. Evaluate progress quarterly using the Continuous Improvement Model (CIM).	Classroom Teachers, Hourly Teachers, Assistant Principal, Principal	8/20/07	06/05/2008	Continuous Improvement Model	9000
Infuse technology-based mathematics application programs to include Riverdeep and FCAT Explorer. Monitor student progress on the content clusters "algebraic thinking and geometry."	Classroom Teachers, Micro Systems Technician, Assistant Principal, Principal	8/20/2007	6/05/2008	Education Innovation	0
Utilize the District-provided pacing guide to ensure that all benchmarks are being addressed across grade levels with emphasis on students that scored Level 3 and above.	Classroom Teachers, Department Chairs, Mathematics Committee, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

The research-based program that supports this objective is the Harcourt Mathematics Florida Edition.

Professional Development

Professional development will include training in Best Practices in mathematics utilizing manipulatives and Riverdeep.

Evaluation

Evaluation of this objective will be conducted through teacher-developed grade level assessments, data-based reports, the SAT-10, the District Interim Assessments, and the 2008 FCAT Mathematics Test. The tutorial program will be monitored through textbook assessments.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

The goal of Snapper Creek Elementary is to maintain high standards in writing for all students.

Needs Assessment

Scores on the 2007 administration of the FCAT Writing+ Test indicate that 76 percent of students in grade four scored 3.5 and above. This is a 4 percent increase from the 2006 results. Seventy-nine percent of the students who took the expository scored at Level 3.5 and above. Seventy-seven percent of the students who took the narrative scored at Level 3.5 and above. These results indicate a need to refocus the writing objectives/strategies used. Students will need to score a level 3 or above on the 2008 administration of the FCAT Writing Test which will include the multiple choice section.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 76 percent of students scoring at level 3 or higher on the 2008 FCAT Writing+ Essay and Multiple Choice Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require students to maintain a daily writing journal that will include a variety of topics.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Students will be instructed on the aspects that make a "3" paper, a "6" paper.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Continue to implement Writing Across the Curriculum through classroom and special area teachers.	Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Participate in the Reading First Grant. The grant targets kindergarten through third grade with emphasis on reading and writing.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	Education Innovation	0
Monitor fifth grade students who scored below a 3.5 on the 2007 FCAT Writing Test and provide additional assistance in the area of writing by supplementary material in Houghton Mifflin Reading Program.	Language Arts Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Plan, implement, and monitor a schedule for writing that includes daily instruction, CRISS strategies, and weekly practice opportunities.	Teachers, Reading Coach, Assistant Principal, Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

The staff at Snapper Creek Elementary will be using the Houghton Mifflin Core Reading Program.

Professional Development

Professional development to support this objective has been scheduled to focus on "Writing Across the Curriculum: Step Up to Writing," "Writing + Grades 3 and 4," and Best Practices.

Evaluation

This objective will be evaluated through District provided pre- and post-test writing assessments and the 2008 FCAT Writing+ Test.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science Statement

Snapper Creek Elementary students will make annual learning gains sufficient to acquire the skills, knowledge, and competencies needed to master State standards in Science.

Needs Assessment

The results of the 2007 FCAT Science Test indicate that 38 percent of the students scored at and above Level 3. The content-cluster analysis indicated that Earth and Space science requires additional instruction.

Measurable Objective

Given instruction using the Sunshine State Standards, grade five students will increase their science skills as evidenced by 40 percent of students scoring at and above FCAT Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development to fourth and fifth grade teachers utilizing Regional support with emphasis on the new science textbook series and data analysis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Incorporate additional grade level appropriate science vocabulary into lesson plans.	Classroom Teachers, Science Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Create a science committee to collect and analyze data to ensure appropriate pacing and instruction with emphasis on earth/space science.	Classroom Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Complete one "hands-on" science-lab activity a month during the 2007-2008 school year.	Classroom Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Disaggregate and analyze data from the 2007 FCAT Science Test to identify strengths and weaknesses, and develop instructional lesson plans utilizing the Continuous Improvement Model (CIM).	Classroom Teachers, Department Chairpersons, Science Committee, Assistant Principal, Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize resources, such as periodicals, from the Media Center to broaden students' awareness of science in the real world.	Classroom Teachers, Media Specialist	8/20/07	6/05/08	Exchange Meaningful Information	

Research-Based Programs

The research-based programs that support this objective are the Scott Foresman Science series.

Professional Development

Professional development will focus on rubric design and use, and data analysis and application. Professional development will be provided by the Regional Center V Curriculum Support Specialist. Follow-up training opportunities for the new science series will also be provided.

Evaluation

Evaluation of this objective will be conducted through the 2008 FCAT Science Test and the District interim science assessments.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

The goal of Snapper Creek Elementary is to increase the number of parents and community partners who participate in school-related activities.

Needs Assessment

Snapper Creek Elementary has received the Golden Volunteer Award for 13 years. Based on the school volunteer logs, approximately 85% of volunteer hours logged are based on parental attendance for school activities. Due to this high level of parental involvement, the school has improved as indicated by steadily improving SAT and FCAT scores. There is a need to continue this high level of participation from parents and community members so that we can increase the number of volunteer hours logged.

Measurable Objective

Given additional parental resources provided by the staff, EESAC, and PTSA Board, the number of volunteer hours logged during the 2007-2008 school year will increase by 2 percentage points as compared to the 2006-2007 school year as documented in the volunteer log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide child care for students during evening activities. (PTA Standard IV)	Volunteer Coordinator, Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Encourage parents and community partners to participate in decision-making groups such as the PTSA and Educational Excellence School Advisory Council. (PTA Standard V)	Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Recruit volunteers during orientations, Open House, and classroom activities. (PTA Standard VI)	Assistant Principal, Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Provide and maintain a parent resource center with instructional materials for check-out and use at home and information about District Parent Academy courses. (PTA Standard III)	Media Specialist, Assistant Principal, Principal	8/20/2007	6/05/2008	Parental Choice Options	0
Create a communication network to assist parents with information and to pair volunteer skills with needs in the school. (PTA Standard I)	Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Hold quarterly "Coffee and Conversation with the Principal" meetings for parents. (PTA Standard I)	Principal	8/31/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

The staff, EESAC, and PTSA Board at Snapper Creek Elementary will be using the PTA National Standards to guide and monitor this objective.

Professional Development

Professional development scheduled to support this objective will be in the area of effective parental communication, and will be provided by the school PTSA and the District Parent Academy.

Evaluation

This objective will be evaluated based on the District's guidelines for the Golden Volunteer Award and volunteer logs maintained at the school.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Discipline & Safety Statement

The goal of Snapper Creek Elementary is to improve school safety through the Anti-Bullying Campaign.

Needs Assessment

When confronted with bullying, the situation must be quickly assessed and a decision made as to how to effectively intervene. The adult's first reaction in this situation often determines the success of the intervention. Although safety is the first priority, everyone involved needs to be treated in a respectful manner. Therefore, Snapper Creek Elementary will continue to implement Phase 4 of the Anti-Bullying Campaign, Students Against Bullying. In 2005-06 there were 147 referrals for general disruptive behavior which decreased in 2006-07 to 135. The 10 percent reduction is due to the continuing efforts of staff to implement anti-bully strategies.

Measurable Objective

Given instruction in and practice with conflict resolution skills, there will be a 2 percent decrease in the number of occurrences of aggressive/bullying behaviors from 135 to 132 as evidenced by a decrease in the number of referrals classified as "general disruptive behavior" as reported in the 2007-2008 SCMs reports compared to the 2006-2007 SCMs reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize community resources to support the activities of the anti-bullying campaign.	Counselor, Assistant Principal, Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Continue to implement the school policy regarding bullying that is aligned with the "Code of Student Conduct."	Counselor, Discipline Committee, Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Communicate with parents continuously through the monthly school newsletter, webpage, and monthly calendars.	Counselor, Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide instruction for students, parents, and staff on the full range of bullying behaviors and what role they can play to stop bullying.	Counselor, Classroom Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Implement, teach, and reinforce the anti-bullying policy through classroom lessons and discussions based on "The Bully Free Classroom."	Counselor, Teachers, Assistant Principal, Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0

Research-Based Programs

The staff at Snapper Creek Elementary will be using "The Bully Free Classroom," by Allan L. Beane, as the research-based program for this objective.

Professional Development

Professional development needed to accomplish this objective will be provided by the school counselor.

Evaluation

This objective will be evaluated through the review of 2007-2008 student case-management data reports.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Technology Statement

The goal of Snapper Creek Elementary is to infuse technology into all aspects of the curriculum to improve the technology skills of the students and staff.

Needs Assessment

Technology is an integral part of every aspect of our world. Given the need to enable our students to compete in a global society, the students will use the computer lab, media center, and classroom computers to gain technology literacy as stated in the International Society for Technology in Education (I.S.T.E.) Technology National Standards. This proficiency will help the students to increase their achievement in all curriculum areas. During the 2006-07 school year, teachers implemented lessons that focused on utilizing available technologies.

Measurable Objective

Given schoolwide emphasis on technology, teachers in grades kindergarten through fifth will develop and implement one unit plan per grade level in each grading period that integrates technology, and this will be documented by teachers' long-range lesson plans and student samples.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to increase learning activities across the curriculum with a focus on maximizing use of the school's technology resources.	Teachers, Microsystems Technician, Assistant Principal, Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide parents information and web-based student resources in conjunction with PTSA meetings.	Media Specialist, Microsystems Technician, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Use classroom computers as an integral part of classroom learning incorporating a wide variety of programs for students to increase academic performance.	Classroom Teachers, Microsystems Technician, Assistant Principal, Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Teachers and students will use recommended online resources to increase proficiency and student achievement.	Teachers, Media Specialist, Microsystems Technician, Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

The research-based program that supports this objective is the National Educational Technology Standards (NETS) from The International Society for Technology in Education.

Professional Development

Professional development, such as "Integrating Technology in the Classroom" and "Visual Tools to Literacy," will be provided through the Office of Professional Development.

Evaluation

This objective will be evaluated using the teachers' long-range lesson plans and student samples.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Breakfast provides students with an optimal beginning to their school day that can positively impact the student learning environment. Snapper Creek Elementary students will acquire healthy eating habits.

Needs Assessment

At Snapper Creek Elementary, 28 percent of students were participating in the breakfast program in 2006-07. After careful analysis, we determined that it would be beneficial for more students to access this program. Snapper Creek Elementary will promote the importance of breakfast, educate the students on healthy eating habits, and increase the percent of students participating in the breakfast program.

Measurable Objective

Given societal emphasis on the importance of good health and fitness, Snapper Creek Elementary will raise awareness of parents and will increase the percent of students eating breakfast by 2 percent in 2007-2008 as compared to 2006-2007 as documented by the May 2008 (#T0960850) food service management statistical report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote and advertise the opportunity for students to receive free breakfast.	Cafeteria Manager, Assistant Principal, Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Educate the parents and staff on the importance and necessity of eating breakfast to promote optimal academic achievement.	Cafeteria Manager, Department Chairpersons, Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Invite members of the health and fitness community to participate in the 2007-2008 Career Day activities.	Career Day Committee, Counselor, Assistant Principal, Principal	1/7/2007	5/02/2008	Exchange Meaningful Information	0
Provide information and resources to parents to reinforce and establish life long health habits and fitness.	Teachers, Cafeteria Manager, Assistant Principal, Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Make morning and/or afternoon announcements to promote healthy eating habits and the importance of eating breakfast and to announce the menu for the following day.	Media Specialist, Assistant Principal, Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Percentages from the May 2008 (#T0960850) food service management statistical report will provide the information necessary to evaluate progress on this objective.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Participation in electives improves self-esteem and enhances critical and creative thinking. Snapper Creek Elementary students will participate in a variety of electives and clubs that provide an outlet to expand and develop their talents.

Needs Assessment

Research indicates that participation in electives and clubs increases student achievement and encourages positive student behavior and an increased sense of self-worth. Participation in such activities has been proven to provide a sense of community that enriches any school setting. Parental involvement is also positively impacted with an increase in the parents' confidence and participation in all school events. During the 2006-07 school year, 20 percent of students in kindergarten through fifth grade participated in a club or elective activity.

Measurable Objective

Given emphasis on providing opportunities for growth in creative and critical thinking, 21 percent of the students in kindergarten through fifth grade will participate in extracurricular activities as documented by club rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Publicize the electives and clubs available to students through PTSA meetings, school website, and monthly newsletter.	Club Sponsors, Assistant Principal, Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Increase participation and activities for the Safety Patrols.	Club Sponsor, Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Provide time and space for the local Boy Scouts and Girl Scouts to meet.	Club Sponsors, Principal	8/20/2007	6/05/2008	Improve Public Perception	0
Hold informational meetings for parents and students to explain requirements, responsibilities, and benefits of participation in various clubs and or activities.	Club Sponsors, Principal	8/20/2007	05/02/2008	Exchange Meaningful Information	0
Continue and increase programs, such as Academic Excellence, Chess club, Future Problem Solvers, chorus, and band to enhance critical thinking skills.	Club Sponsors, Assistant Principal, Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

The research-based program that supports this objective is the AAA Safety Patrol Guidelines.

Professional Development

Professional development will be provided through the district as needed for the teachers of the Academic Excellence Program.

Evaluation

This objective will be evaluated using the elective or club participation rosters provided by the sponsors or teachers.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

Snapper Creek will increase the return on investment ranking.

Needs Assessment

The most recent data supplied by the Florida Department of Education indicates that in 2004, Snapper Creek Elementary ranked at the 66th percentile on the State of Florida Return on Investment index.

Measurable Objective

Snapper Creek Elementary will improve its ranking on the State of Florida Return on Investment index publication from the 66th percentile in 2004-05 to the 67th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Leadership Team, Assistant Principal, Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Leadership Team, Assistant Principal, Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Monitor and evaluate school tutoring programs to reduce costs and increase learning gains.	Department Chairpersons, Assistant Principal, Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Enlist best practices for organizational improvement from Dade Partners, volunteers, Educational Excellence School Advisory Council, and school staff.	Leadership Team, Assistant Principal, Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Leadership Team, Assistant Principal, Principal	8/20/2007	6/05/2008	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the next published State of Florida Return on Investment index.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended that school funds continue to be focused on lowering class size where possible. The EESAC will continue to support school technology initiatives through allocating EESAC funds.

Training:

The EESAC recommended that professional development be targeted through the mutual development of the State required Professional Development Plan. This plan lists specific training objectives linked to identified student needs and professional development activities. This plan is developed at the beginning of each school year, and evaluated mid-year and end-of-year with the principal.

Instructional Materials:

The EESAC recommended that instructional materials purchased throughout the year, as well as planned future purchases, be discussed. It was the recommendation of the EESAC that all purchases be made with the goal of supporting the School Improvement Plan.

Technology:

The EESAC recommended that Snapper Creek Elementary continue to pursue the integration of technology into all areas of the curriculum. The EESAC has been instrumental in supporting this initiative by allocating EESAC funds to support the Technology program.

Staffing:

The EESAC recommended that staffing concerns, allocations, and placements be discussed at each meeting to further assist the EESAC in making decisions to maximize student learning.

Student Support Services:

The EESAC recommended a continued focus on assisting low-achieving, ESE, and economically disadvantaged students. These students will receive specialized assistance to maximize their achievement.

Other Matters of Resource Allocation:

The ESSAC recommended that the allocation of volunteers be used to assist staff and students to increase student achievement. The EESAC has taken a leadership role in recruiting additional volunteers and Dade Partners to contribute time and materials to support the School Improvement Plan objectives.

Benchmarking:



School Improvement Plan

2007-2008



The EESAC recommended that the school leadership team and staff continue to monitor students' progress through assessments available to the school. These assessments include: DIBELS, STAR, Accelerated Reader, and assessments from the core subject textbooks.

School Safety & Discipline:

The EESAC recommended that the school community continue its participation and instruction in anti-bullying strategies. By continuing participation in this program, we hope to continue to reduce the number of general disruptive behaviors and promote peaceful interactions among individuals.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	15000
Mathematics	9000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	24000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent