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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 5121 - Snapper Creek Elementary School

*FeederPattern:* Miami Killian Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Melanie Visnich

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Snapper Creek Elementary School*

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Snapper Creek Elementary is a prekindergarten through fifth grade school of 650 students, located in southwest Miami-Dade County. The student membership is as follows: 82 percent Hispanic, 13 percent White non-Hispanic, 3 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. 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 Art Club.

Given instruction using the Sunshine State Standards, grade three through five students will increase their reading comprehension skills as evidenced by 80 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, grade three through five students will increase their mathematics skills as evidenced by 78 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 84 percent of students scoring at 4.0 or higher on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, grade five students will increase their science skills as evidenced meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Given additional parental resources provided by the staff, EESAC, and PTSA Board, the number of volunteer hours logged during the 2005-2006 school year will increase by 2 percentage points as compared to the 2004-2005 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 as evidenced by a decrease in the number of referrals classified as "general disruptive behavior" as reported in the 2005-2006 SCMs reports compared to the 2004-2005 SCMs reports.

Given schoolwide emphasis on technology, teachers in grades kindergarten through fifth will develop one unit plan per grade level in each grading period that integrates technology and 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 increase the percent of students eating breakfast in 2005-2006 as compared to 2004-2005 as documented by the May 2006 (#T0960850) food service management statistical report.

Given emphasis in providing opportunities for growth in creative and critical thinking, Snapper Creek Elementary will promote electives and clubs so that 20 percent of the eligible student body 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 68th percentile in 2003 to the 70th 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 e-mail, 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.

# 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.

## 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 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 we should be, for all those involved, a place of realized potential; We believe that our responsibility is to our students, to our employees, and 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*

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Snapper Creek Elementary is a prekindergarten through fifth grade school of approximately 650 students located in southwest Miami-Dade County. The student membership is as follows: 82 percent Hispanic, 13 percent White non-Hispanic, 3 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 70 percent Hispanic, 17 percent White non-Hispanic and 13 percent Black non-Hispanic. Seventeen percent of the full time staff are male and 83 percent are female. Forty-three percent of the instructional staff has a Masters Degree and five percent have Specialist Degrees. This year the Snapper Creek community is proud to be implementing the Reading First Grant and the Technology Leadership Program through the Enhancing Education Through Technology (EETT) Grant. The school is also proud to be implementing phase three of the "Anti-Bullying Program" designed by the Student Services Department.

# *School Foundation*

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## ***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 2005 indicates a positive overall composite of 4.0 in the area of leadership. 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 3.9 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 2004-2005 school year indicated an overall satisfaction with the school environment.

## ***Faculty & Staff:***

Snapper Creek Elementary employs fifty-seven full-time staff members and fifteen part-time staff members. Of this group, two are administrators, twenty-seven are general education classroom teachers, three are exceptional education teachers, four are foreign language/ESOL teachers, one guidance counselor, three special area teachers, one media specialist, one prekindergarten teacher, one reading coach, one therapeutic paraprofessional, eight teacher assistants, five clerical workers, six custodians, seven food service workers, one security monitor, and one micro-systems technician. Of the teaching staff, five percent are new to teaching. 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 also 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 4.0. This evaluation indicates that the overall

working climate at Snapper Creek Elementary fosters continuous individual and team improvement.

### ***Data/Information/Knowledge Management:***

The schoolwide improvement model used at Snapper Creek Elementary is the Continuous Improvement Model (CIM). It encompasses best practices, provides for frequent monitoring of performance, bases instructional decisions on available data, and ensures that the educational needs of all NCLB subgroups are addressed. This model of school-wide improvement provides a framework for making all decisions regarding Budget, Professional Development, Instructional Materials, Technology, Student Support Services, School Safety, and Discipline initiatives. The EESAC, Literacy Leadership Team, and PTSA cooperatively evaluate and reach consensus on issues impacting student achievement. This team planning approach affects all facets of school operations and provides for a seamless, structured, and focused approach to school improvement.

### ***Education Design:***

Snapper Creek Elementary offers extended learning opportunities that include a Before and After School Care Program that provides home learning assistance, art and physical education opportunities as well as opportunities for parents to use the school media center after hours. The PTSA and staff plan and coordinate PTSA meetings to include extended learning activities for parents with presentations on curricular issues, community concerns and available community resources that will help them support their children. Snapper Creek also provides many opportunities for students to participate in clubs and elective activities.

### ***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, retentions, and academic improvement plan needs. The accumulated percent of attendance for the 2004-2005 school for Snapper Creek Elementary was 95.33 percent. There was a total of 153 students on an Academic Improvement Plan (AIP) during the 2004-2005 school year. Twenty students in grades first through fifth were retained during the 2004-2005 school year; twelve of those students participated in the Students with disabilities program. Four students were placed on indoor suspension, and seven students were placed on outdoor suspension. Three of the students placed on outdoor suspension and one of the students placed on indoor suspension participated in the Students with Disabilities program.



## GOAL 1: READING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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"/>

**GOAL 1 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 2005 FCAT Reading Test indicate that 78 percent of students met high standards in reading, 70 percent of the students made learning gains in reading, and 65 percent of the lowest 25 percent of students made learning gains. Forty percent of students with disabilities scored at or above grade level in reading. 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 30 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, grade three through five students will increase their reading comprehension skills as evidenced by 80 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the Reading First Grant.	Kindergarten through Third Grade Classroom Teachers, Reading Coach, Principal	6/13/2005	5/24/2006
Continue the implementation of the Accelerated Reader Program. Review reports monthly to ensure that all students are participating in the program.	Classroom Teachers, Media Specialist, Assistant Principal, Principal	8/8/2005	5/19/2006
Utilize small group differentiated instruction with a focus on guided reading. 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	8/8/2005	5/24/2006
Evaluate learning activities designed to provide direct instruction on the Sunshine State Standards through grade level and vertical team planning sessions.	Classroom Teachers, Department Chairpersons, Reading Coach, Assistant Principal, Principal	8/24/2005	5/24/2006
Complete an Academic Improvement Plan (AIP) for retained students, low performing students, FCAT Level 1 and 2 students, and students scoring below the twenty-fifth percentile on the SAT-10.	Reading Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006
Identify students in Levels 1 and 2 on the FCAT Reading Test, and provide small group tutoring interventions during the school day. Monitor the tutoring groups utilizing the Continuous Improvement Model (CIM).	Classroom Teachers, Hourly Teachers, Reading Coach, Assistant Principal, Principal	9/1/2005	3/31/2006

## 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 February and March 2006. Other forms of evaluation will include Houghton Mifflin Reading Series tests, STAR, Accelerated Reader tests, and SAT-10.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

**GOAL 2 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 2005 administration of the FCAT Mathematics Test indicate that 76 percent of the students in grades three through five met high standards, and 70 percent of students demonstrated 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, grade three through five students will increase their mathematics skills as evidenced by 78 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement the Math Superstars activities for all students in grades first through fifth.	Classroom Teachers, Assistant Principal, Principal	8/15/2005	2/27/2006
Require all students to maintain a mathematics notebook that will include recording of grade, assignments, vocabulary, and class notes.	Classroom Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Develop a scope and sequence to ensure that all benchmarks are being addressed across grade levels.	Classroom Teachers, Department Chairs, Mathematics Committee, Assistant Principal, Principal	9/12/2005	5/24/2006
Infuse technology-based mathematics application programs to include Riverdeep and FCAT Explorer.	Classroom Teachers, Micro Systems Technician, Assistant Principal, Principal	8/8/2005	5/24/2006
Complete an Academic Improvement Plan (AIP) 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	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006

### 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, graphic organizers, cooperative learning, and Riverdeep.

## **Evaluation**

Evaluation of this objective will be conducted through teacher-developed grade level assessments, data-based reports, the SAT-10, and the 2006 FCAT Mathematics Test.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### **GOAL 3 STATEMENT:**

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

### **Needs Assessment**

Scores on the 2005 administration of the FCAT Writing Test indicate that 84 percent of students in grade four met high standards. This is an increase of 12 percent over the 2004 results. These results indicate that the writing objectives/strategies used were successful. Therefore there is a need to continue to implement strategies designed to maintain high expectations.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 84 percent of students scoring at 4.0 or higher on the 2006 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the Reading First Grant.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	6/13/2005	5/24/2006
Require students to maintain a daily writing journal that will include a variety of topics.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006
Continue to implement Writing Across the Curriculum through classroom and special area teachers.	Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006
Students will be instructed on the aspects that make a "3" paper, a "4" paper.	Classroom Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/8/2006
Plan, implement, and monitor a schedule for writing that includes daily instruction and weekly practice opportunities across the curriculum.	Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006
Complete an Academic Improvement Plan (AIP) for fifth grade students who scored below a 3.5 on the 2005 FCAT Writing Test.	Language Arts Teachers, Reading Coach, Assistant Principal, Principal	8/8/2005	5/24/2006

### 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 teaching writing across the curriculum and Best Practices. Additional opportunities will be scheduled for teachers to participate in CRISS training.

### Evaluation

This objective will be evaluated through District provided pre and posttest writing assessments and the 2006 FCAT Writing Plus Test.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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 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"/>

### ***GOAL 4 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 2005 FCAT Science Test indicate that the mean scale score of Snapper Creek Elementary students was 293 which was above the District mean of 286. The content cluster analysis indicated that Earth and Space science require additional instruction.

## Measurable Objective

Given instruction using the Sunshine State Standards, grade five students will increase their science skills as evidenced meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and weaknesses and develop instructional lesson plans.	Classroom Teachers, Department Chairpersons, Science Committee, Assistant Principal, Principal	9/12/2005	5/24/2006
Provide opportunities for students in grades three through five to conduct on-line research and to gather data for scientific studies.	Classroom Teachers, Assistant Principals, Principals	8/8/2005	5/24/2006
Provide family science lab activities for students and parents to conduct at home.	Classroom Teachers, Department Chairpersons, Assistant Principal, Principal	10/11/2005	4/28/2006
Complete four "hands-on" science lab activities during the 2005-2006 school year.	Classroom Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Plan and conduct Career Day activities, such as listening to guest speakers and participating in career related activities.	Classroom Teachers, Career Day Committee	1/9/2006	5/24/2006

### Research-Based Programs

The research-based programs that support this objective are the Scott Foresman Science series and the "Full Option Science System (FOSS)".

### Professional Development

Professional development will focus on rubric design and use, and data analysis and application. Follow-up training opportunities for the FOSS Kits will also be provided.

### Evaluation

Evaluation of this objective will be conducted through the 2006 FCAT Science Test.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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

**GOAL 5 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 12 years. 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 community partners and parents.

## Measurable Objective

Given additional parental resources provided by the staff, EESAC, and PTSA Board, the number of volunteer hours logged during the 2005-2006 school year will increase by 2 percentage points as compared to the 2004-2005 school year as documented in the volunteer log.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide child care for students during evening activities.	After-School-Care Manager, Principal	8/8/2005	5/24/2006
Provide and maintain a parent resource center with instructional materials for check-out and use at home.	Media Specialist, Assistant Principal, Principal	8/1/2005	5/24/2006
Create a communication network to assist parents with information and to pair volunteer skills with needs in the school.	Assistant Principal, Principal	8/8/2005	5/24/2006
Recruit volunteers during orientations, Open House, and classroom activities.	Assistant Principal, Principal	8/8/2005	5/24/2006
Encourage parents and community partners to participate in decision-making groups such as the PTSA and Educational Excellence School Advisory Council.	Assistant Principal, Principal	8/8/2005	5/24/2006

## 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.

## Evaluation

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

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

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

**GOAL 6 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 be implementing Phase 3 of the Anti-Bullying Campaign, "Students Against Bullying."

## 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 as evidenced by a decrease in the number of referrals classified as "general disruptive behavior" as reported in the 2005-2006 SCMs reports compared to the 2004-2005 SCMs reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide instruction for students, parents, and staff on the full range of bullying behaviors and what role they can play to stop bullying.	Counselors, Classroom Teachers, Assistant Principal, Principal	8/4/2005	5/24/2006
Continue to implement the school policy regarding bullying that is aligned with the "Code of Student Conduct."	Counselors, Discipline Committee, Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Utilize community resources to support the activities of the anti-bullying campaign.	Counselors, Assistant Principal, Principal	8/8/2005	5/24/2006
Communicate with parents continuously through the weekly school newspaper, webpage, and monthly calendars.	Counselors, Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006
Implement, teach, and reinforce the anti-bullying policy through classroom lessons and discussions.	Counselors, Teachers, Assistant Principal, Principal	8/8/2005	5/24/2006

## 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 counselors.

## Evaluation

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

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 7 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.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/8/2005	5/24/2006
Provide parents information and web-based student resources in conjunction with PTSA meetings.	Media Specialist, Technology Mentor, Microsystems Technician, Principal	9/21/2005	5/17/2006
Use classroom computers as an integral part of classroom learning incorporating a wide variety of programs for students to increase academic performance.	Classroom Teachers, Technology Mentor, Microsystems Technician, Assistant Principal, Principal	8/8/2005	5/24/2006
Teachers and students will use recommended online resources to increase proficiency and student achievement.	Teachers, Media Specialist, Technology Mentor, Microsystems Technician, Assistant Principal, Principal	8/8/2005	5/24/2006
Participate in the Enhancing Education Through Technology Grant.	Technology Mentor, Principal	10/4/2005	2/24/2006

### 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 will be provided by the Technology Mentor through the Enhancing Education Through Technology (EETT) grant.

### Evaluation

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



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 8 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, 21 percent of students were participating in the breakfast program. 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 increase the percent of students eating breakfast in 2005-2006 as compared to 2004-2005 as documented by the May 2006 (#T0960850) food service management statistical report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote and advertise the opportunity for students to receive free breakfast.	Cafeteria Manager, Principal	8/8/2005	5/24/2006
Educate the parents and staff on the importance and necessity of eating breakfast to promote optimal academic achievement.	Cafeteria Manager, Department Chairpersons, Principal	8/8/2005	5/24/2006
Invite members of the health and fitness community to participate in the 2005-2006 Career Day activities.	Career Day Committee, Assistant Principal, Principal	1/9/2006	4/28/2006
Provide information and resources to parents to reinforce and establish life long health habits and fitness.	Teachers, Cafeteria Manager, Assistant Principal, Principal	8/8/2005	5/24/2006
Make morning and/or afternoon announcements will be made to promote healthy eating habits and the importance of eating breakfast.	Media Specialist, Assistant Principal, Principal	8/8/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

Percentages from the May 2006 (#T0960850) food service management statistical report will provide the information necessary to evaluate progress on this objective.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 9 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.

## Measurable Objective

Given emphasis in providing opportunities for growth in creative and critical thinking, Snapper Creek Elementary will promote electives and clubs so that 20 percent of the eligible student body will participate in extracurricular activities as documented by club rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Publicize the electives and clubs available to students through PTSA meetings, school website, and weekly newsletter.	Club Sponsors, Assistant Principal, Principal	8/8/2005	5/24/2006
Increase participation and activities for the Safety Patrols.	Club Sponsor, Principal	8/8/2005	5/19/2006
Continue and increase programs, such as Academic Excellence and Chess, to enhance critical thinking skills.	Club Sponsors, Assistant Principal, Principal	9/12/2005	5/12/2006
Provide time and space for the local Boy Scouts and Girl Scouts to meet.	Club Sponsors, Principal	8/8/2005	5/19/2006
Hold informational meetings for parents and students to explain requirements, responsibilities, and benefits of participation.	Club Sponsors, Principal	8/8/2005	12/16/2005

### 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.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

***GOAL 10 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 2003, Snapper Creek Elementary ranked at the 68th 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 68th percentile in 2003 to the 70th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Leadership Team, Assitant Principal, Principal	10/3/2005	6/30/2006
Collaborate with the District on resource allocation.	Leadership Team, Assistant Principal, Principal	10/3/2005	6/30/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Leadership Team, Assistant Principal, Principal	10/3/2005	6/30/2006
Monitor and evaluate school tutoring programs to reduce costs and increase learning gains.	Department Chairpersons, Assistant Principal, Principal	9/12/2005	3/24/2006
Enlist best practices for organizational improvement from Dade Partners, volunteers, Educational Excellence School Advisory Council, and school staff.	Leadership Team, Assistant Principal, Principal	8/17/2005	5/19/2006

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

This objective will be evaluated using the State of Florida Return on Investment index published in 2005-2006.

## *EESAC Compliance*

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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 recommends 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 recommends 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 recommends 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 recommends 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 recommends 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 recommends 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 recommends 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:***

The EESAC recommends 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 recommends 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.



This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*