

Miami-Dade County Public Schools

Shenandoah Middle School



2016-17 Schoolwide Improvement Plan

Shenandoah Middle School

1950 SW 19TH ST, Miami, FL 33145

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Shenandoah Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Shenandoah Middle School Museums Magnet implements instructional strategies, founded in the humanities, which allows students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources.

b. Provide the school's vision statement.

By creating environments that promote meaningful explorations and discovery, Shenandoah Middle School Museums Magnet facilitates engaging instruction which instills a joy of learning and deep understanding of subjects. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens and thoughtful participants in their families and global community.

The Museums Magnet Program cultivates and secures a new learning environment by creating environments that promote meaningful exploration and discovery. We facilitate engaging instruction which creates a joy of learning and deep understanding of subjects therefore fostering a new generation of museum goers.

Genuine enthusiasm for academic study, understanding and achievement is cherished at Shenandoah Middle. We strive to instill this passion in our students by paving a concrete academic foundation, setting high educational goals and celebrating their intellectual journey.

2. School Environment

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

At Shenandoah Middle School, the teachers, counselors, and all support staff use various techniques to ensure the relationships between them and the students are that of supportive and welcoming. The school uses the Grade Level Team Leaders to contact and conduct parent, student, and teacher conferences twice a week on a weekly basis. These conferences give the teachers the ability to learn the student backgrounds to improve the student learning environment. The teachers can also communicate their concerns as well as success with the students to the parents. The Team Leaders are also able to explore activities and events that will bring together all the student population to keep the learning environment not only safe but energetic, lively, fun, and productive.

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

At Shenandoah Middle School, we pride ourselves in providing a safe learning environment. In order to provide this safe learning environment we begin with a School-Wide Positive Behavior Support (PBS) system. In collaboration with the progressive Discipline Plan, the PBS system is based off of five expectations which are posted throughout the school and addressed with all students in an effort to create good citizens/students. These PBS expectations are, BE Present, Be Punctual, Be Productive, Be Attentive, and Be Positive. Students are to follow these expectations, which are then rewarded up with PBS incentives such as tangible items from the PBS store such as school supplies, tickets to local sporting events, passes to school events, as well as other rewards.

Shenandoah Middle school also creates a safe and respectful learning environment by have teachers, staff, and support personnel readily available and visible. Security guards are present and

visible throughout the school building and in assigned locations to have maximum coverage and maintain the safe learning environment. Teachers are encouraged to be visible and in the hallways, outside of their doors when they are not teaching such as in change of class periods, before schools, and after school in order to add more adult supervision. And finally Administrators are constantly roaming the school building address any concerns or problems that may arise as well as securing all points of entry.

To follow up with the PBS system as well as the constant supervision of the students, Shenandoah Middle School implements a progressive behavior plan. This progressive discipline plan has various components such as minor incidents like uniform violations and tardiness, to more severe violations such as disruptive and defiant behaviors. Although the repercussions for the two components are not identical, they both have steps that include warning, parent contact, counseling services, parent conferences, detentions, in school suspension, and at the very extreme measure outdoor suspension.

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

Shenandoah Middle School uses a combination of positive rewards as well as reprimands for actions that are otherwise disruptive or a distraction to the learning environment. The Positive Behavior Support (PBS) system provides steps to reward the students at an individual as well as a school wide level in order to minimize the distraction and the Progressive Discipline plan is used to outline the steps that are taken when a disruption and/or distraction has occurred.

The PBS system at Shenandoah provides a PBS store where students can buy school supplies and other items using a school currency which they can earn through following the PBS Expectations. The PBS plan also calls for school wide incentives such as a result of good school wide attendance, increases in testing scores, and various other criteria. However, the PBS system works with all staff and faculty members participating in initiatives in all classes such as Bell to Bell instruction with a provided framework of gradual release, differentiated instruction, as well as other policies that do not provide students down time away from their studies to cause a distraction.

The Progressive Discipline plan provides students with clear procedures and protocols for all disruptions and distractions in the school setting. Prior to the opening of school, all teachers are briefed via training with all the procedures that need to take place in the classroom setting when a disruption or distraction occurs. At this time the teachers were also provided with materials to document the steps as well and provided with materials needed to implement the school wide discipline plan. During the first week of school, the students are also provided with an orientation which outlines all the actions which are considered to be a distraction as well as the procedures that are used in the school wide progressive discipline plan. This progressive discipline plan has various components such as minor incidents like uniform violations and tardiness, to more severe violations such as disruptive and defiant behaviors. Although the repercussions for the two components are not identical, they both have steps that include warnings, parent contact, counseling services, grade level team leader interventions, parent conferences, detentions, in school suspension, and at the very extreme measure and last resort outdoor suspension.

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

At Shenandoah Middle School the safety and needs of the students is always a top priority. The emotional needs of all students are met as we have two counselors including a Trust counselor. The counselors provide an open door policy where all students have the availability of seeing the counselor as needed. We also provide students with counselor request forms where the students can request the services of the counselors. The counselors provide regular schedule counseling services to students who are designated to need the support as well. Shenandoah Middle also provides a peer

mentoring program where the students in the National Junior Honors society and the Student Government provide tutoring and peer interaction.

3. Early Warning Systems

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

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

Shenandoah Middle School's Early Warning Indicator system is composed of various components that tie into the Positive Behavior Support plan and the Progressive Discipline Plan. The EWI system is carried out by the grade level team lead teachers as they gather the data and then address the concerns. The EWI system is composed of students who have 15 or more absences, excused or unexcused, students with multiple in school or out of school suspensions, and students who are identified to be in the lowest 25% in academic achievement on the statewide standardized assessments. The grade level team leaders, once attaining the data, compose lists per their grade level and begin contacting the parents of those students. Parent, teacher, and student conferences are scheduled along with conferences that are requested by parents and teachers for students that may or may not be on the EWI list. Once the parent conference has taken place, the teachers and parents discuss an action plan for the student which is followed up by the grade level team leader and the counselors.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	2	25	51	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	11	42	50	0	0	0	0	103	
Level 1 on statewide assessment	0	0	0	0	0	0	2	298	288	0	0	0	0	588	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	7	154	151	0	0	0	0	312

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

At Shenandoah Middle, the students who are listed as having two or more indicators of the Early Warning Indicators lists are provided with various strategies for assistance. The Grade Level Team Leaders schedule and conduct the parent conferences and then the students are listed and provided bi-weekly counseling with the counselors. The counselors ensure that the students are following through and are on the appropriate path for improvement and success. The students are also provided with information regarding tutoring that may be taking place in the school or with neighboring community partners. Home visits are also periodically made by counselors and administrators to ensure that the students are aware that they are being provided with all the support possible to make them successful.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Please see Title I Parental Involvement Plan

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

Our partners in education program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Shenandoah Middle School is able to secure and utilize resources to support the school and student achievement. Our partners include Jungle Island, Publix, Winn-Dixie, VALIC, and Subway.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Calzadilla, Bianca	Principal
De la Osa, Paulo	Assistant Principal
Herrera, Teresita	Teacher, K-12
Jimenez, Maria	Teacher, K-12
Sarmiento, Zulaima	Assistant Principal
Torres, Justina	Teacher, ESE
Flores, Ana	Teacher, K-12
Tellez, Michelle	Teacher, K-12
Alvarez, Beatriz	Teacher, K-12
Joseph, Cathelyne	Teacher, K-12
Adam, Lucien	Teacher, K-12
Davila, Verissa	Teacher, K-12

b. Duties

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

Shenandoah Middle School's principal, Ms. Bianca Calzadilla, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers and also oversees school-wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its' stakeholders.

The Assistant Principal Ms. Sarmiento is an instructional leader who also assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives, among others included for the School: School Improvement Plan, School Accreditation (AdvancEd), Curriculum Bulletin, 6th Grade Discipline; EESAC, Master Schedule, IPEGS, META, School wide Literacy, Title I/SES documentation, Parent Academy, Payroll; differentiated accountability, professional development, management, and school wide testing.

The Assistant Principal Mr. De la Osa assists the principal with the following initiatives and duties: ABC(FISH), Athletic Activities/Activities/Fieldtrips; 6th & 7th Grade Discipline; School wide Attendance; Community Liaison/Dade Partners; Technology; Custodial Staff; Free/Reduced Lunch; IPEGS; Media Center; Monthly Staff Recognitions; Physical Plant; Property Control; Saturday School; Security; Staff Yearly Awards; Transportation; United Way campaign among other duties.

The teachers who form part of the committee: Ms. Herrera (Social Sciences & Test Chairperson), Ms. Jimenez (Lead Teacher for Museums Magnet Program), Ms. Kirby (Activities Director), Vivian Leon (Reading Department Chairperson and ELL Department Chairperson), Justina Torres (ESE Department Chairperson), Ana Flores (PBS Program Coordinator), and Juan Carlos Rodriguez (EFL Department Chairperson) and work closely with the school administrators to plan and implement school-wide and content-area initiatives during the year.

Additionally, our MTSS/Rtl leadership team and the EESAC will discuss, review, and make corrections and publish the School Improvement Plan. The MTSS/Rtl leadership team will provide intervention support for teachers and assist in progress monitoring at-risk students. The team will provide targets for academic and social areas that need to be addressed, focusing on the implementation and monitoring of the three-tiered program. The team will also help set SMART goal expectations for instruction (rigor and relevance). Additionally, the MTSS/Rtl leadership team will also be involved with the monitoring of the Action Plans included in the SIP for the subgroups in reading and mathematics, science and writing.

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

Data will be used to guide instructional decisions and system procedures for all students to:

1. Adjust the delivery of curriculum and instruction to meet the specific needs of students.
2. Adjust the delivery of behavior management system.
3. Adjust the allocation of school-based resources.
4. Drive decisions regarding targeted professional development.
5. Create student growth trajectories in order to identify and develop interventions.

The data will be collected and analyzed in order to drive instruction. Some of the major data sources used will be as follow:

- District Interim Fall Data (Grades 6-8) iReady exams for Reading and Mathematics, Baseline Assessments, inclusive of Writing and Science.
- Mid-Year (Grades 6-8) iReady exams for Reading and Mathematics, Interim Assessments, Read 180, System 44, and District Interim Winter Assessments.
- End-of-the-Year (Summative): Interim Assessments, iReady, Read 180, System 44, District Writing Post-Tests, and Statewide Assessments.

Behavioral Data Collected throughout the school year:

- Values Matter Curriculum
- Student Services Referrals
- PBS Incentives
- Attendance Incentives

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

At Shenandoah Middle School services are provided to ensure students requiring additional remediation in Intensive Reading, Mathematics, Science, and Writing are assigned additional resources, such as the use of iReady, tutoring, and enrollment in intensive classes. Support services are provided to students via the student services department who assist with whole-school screening programs that provide early intervention programs for children who are considered “at risk.” The Literacy Leadership Team and the RtI Committee develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches following the RtI program prescriptions. The reading contact assists with the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and school-wide literacy implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; and special support services for the special needs populations , such as neglected, delinquent , and academically struggling students.

Title I, Part C- Migrant

At Shenandoah Middle School, parents are provided with ongoing training resources via the school's Parent Resource Center. This program provides parents with available programs, services, and resources, in the form of workshops and Parent Academy courses at flexible times that accommodate our parents' schedules, in the hope that this will empower parents and increase their involvement with their child's education. It also informs parents of their rights under the Title I No Child Left Behind Act and other referral programs. The school also works to increase parental involvement and engagement through developing our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Parent Meeting and providing parents with other documents/activities necessary in order to comply with dissemination and reporting requirements.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Shenandoah Middle School provides new teachers with qualified mentors. Our school also provides teachers with professional development course availability information for those teachers requiring a subject endorsement via the Professional Development (PD) Liaison. Additionally, the PD Liaison assists teachers with identifying appropriate certification and re-certification courses.

Title III

The Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Shenandoah Middle School by providing funds to implement and/or provide:

- Tutorial programs (6th-8th grades);
- Parent Outreach Programs (6th-8th grades);
- Hardware and Software for the development of language and literacy skills in reading, mathematics, and science purchased to be used by ELL and immigrant students (Grades 6-8, RFP Process); and
- Instructional Materials

Title X- Homeless

N/A

At the present time, Shenandoah Middle School does not serve any homeless children. In the event that we identify a student or students in this situation, the school's Trust Counselor will work closely with the family, community, and district services to provide resources (clothing, school supplies. Social services referrals) for the student(s) that are available as a part of the Project Upstart Homeless Children and Youth in Transition program.

Supplemental Academic Instruction (SAI)

Shenandoah Middle School offers a comprehensive Values Matter curriculum.

Violence Prevention Programs

Shenandoah Middle School offers a comprehensive non-violence and anti-drug program to students. The programs and activities that will continue to be offered are as follows: Substance and Abuse Prevention workshops for all 6th graders; Red Ribbon Week school-wide program and activities; School-wide Anti-Bullying workshops (classroom workshops and visitations); Blue Ribbon Week (violence prevention week); International Peace Day; Gang Resistance Education and Training; and the Values Matter curriculum.

Nutrition Programs

- 1) Shenandoah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Walk-Fit Program (promotes diet and exercise awareness).

Housing Programs

N/A

Head Start

N/A

Adult Education
N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students at Shenandoah Middle School will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Our school sponsors the Future Business Leaders of America (FBLA) club, and also provides students with an opportunity to enroll in business and technology courses that are designed to prepare students for secondary school work experiences. We also have a partnership with Mercy Hospital, where students work as volunteers during the summer. Additionally, our school has an FCCLA program that exposes students to the culinary arts field, the Fairchild Challenge program that exposes students to eco-fields, and a Museum Magnet program that exposes students to the Arts fields.

Job Training
N/A

Other

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bianca Calzadilla	Principal
Maria Jimenez (EESAC Chairperson)	Teacher
Frank Ventura	Teacher
Sonia Pestana	Teacher
Lina Sierra	Business/Community
Raquel Sanchez (UTD)	Teacher
Israel Ordonez	Teacher
Teresa Gonzalez	Teacher
Carlos de la Camara	Teacher
Juliana Jaramillo	Student
Kiara Fuentes	Student
Evarista Sanchez	Student
Sharon Granado	Student
Sandy Linares	Parent
Gerardo Viera	Business/Community
Patricia Valerio	Education Support Employee
Anabelle Carney	Education Support Employee
Alex Rodriguez	Business/Community
Mary Lambert	Parent
Carolina Prado	Parent
Yuselis Rodriguez	Parent
Jessica Paulo	Parent
Ana Flores	Teacher
Justina Torres	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee distributed the End-of-the-Year review forms to all departments and asked the department chairpersons to distribute the forms to all their teachers and conduct a meeting so that all the teachers can review the SIP goals, strategies, and resources and have an opportunity to provide feedback on the given review form. The department chairpersons then gathered all of the feedback and summarized the information that was then turned in to the SAC as recommendations for the 2016-17 School Improvement Plan. The School Improvement Plan End-of-the-Year Review was presented in the May of 2016 SAC meeting, when feedback from all of the departments was presented and discussed. The recommendations from all departments were noted for the 2016-17 SIP.

b. Development of this school improvement plan

The emphasis of the SAC Committee is on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to students' needs; and conduct monthly

Monitoring of school-wide literacy, mathematics, and science programs, also reviewing and evaluating the RtI processes at the school site. The District School Improvement Office personnel also met with all of the department chairpersons and the Leadership Team in order to assist the school team to develop an initial Action Plan that would form the basis of the 2016-17 SIP.

c. Preparation of the school's annual budget and plan

In the spring of the 2015-16 school year, the projected school budget for the 2016-17 school year was shared with the SAC and input was sought. During the October 2016 EESAC meeting, the updated budget information will be shared and the SAC determined allocations for technology and reading resources for the Media Center.

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

The school improvement funds are projected to be used to upgrade the media center's collection. The allocated amount of \$5825 will be applied towards technology needs and age-appropriate books that will help motivate our students academically while instilling an interest in reading for pleasure. The goal is to increase student achievement in reading comprehension thus impacting their overall learning acquisition through literacy.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Calzadilla, Bianca	Principal
De la Osa, Paulo	Assistant Principal
Alvarez, Beatriz	Teacher, K-12
Herrera, Teresita	Teacher, K-12
Jimenez, Maria	Teacher, K-12
Tellez, Michelle	Teacher, K-12
Ventura, Frank	Teacher, K-12
Sarmiento, Zulaima	Assistant Principal
Torres, Justina	Teacher, ESE
Flores, Ana	Teacher, K-12
de la Camara, Carlos	Teacher, K-12
Adam, Lucien	Teacher, K-12
Davila, Verissa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

What will be the major initiatives of the LLT this year?

During the 2016-17 school year, in-house professional development will continue to focus on school-wide literacy practices, that include but are not limited to the Project CRISS program, that are specifically designed to assist content area teachers with incorporating research-based and content-appropriate literacy strategies that promote student reading and writing achievement per the 2016-17 District's Comprehensive Research-Based Reading Plans. Each department chairperson will conduct professional development to provide teachers with content-specific literacy strategies and resources to improve student performance. Additionally, teachers will be provided training on the Gradual Release Model to improve the instructional cycle in the classrooms.

The following school-wide initiatives will be included in the Literacy Leadership Team's Action Plans for the 2016-17 school year. They are:

1. Provide core area teachers with professional development on the Florida Standards and corresponding Project CRISS instructional strategies as they apply to their respective content areas; and offer professional development on Project CRISS and the Gradual Release Model; and
2. Develop a schoolwide Action Plan to increase students' time spent on reading independently using the Accelerated Reader program.

D. Public and Collaborative Teaching

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

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

In order to provide teachers with opportunities for collaborative planning, all departments meet on a bi-weekly basis to engage in common planning and professional development activities. Also, teachers are also provided time to plan and engage in professional development during select Faculty meetings. Additionally, teachers support each other via the use of planned Team Meetings with parents on a weekly basis, while also being able to understand student learning and/or behavioral issues as a result of this collaborative problem-solving approach.

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

1. Soliciting referrals from current employer: Principal
2. Attendance at education and general career fair: Principal; Assistant Principal for Curriculum
3. Recognize high-performing teachers via a school-wide program: Principal; Assistant Principal for Curriculum
4. Provide high-performing teachers with leadership opportunities at the school site. Principal; Assistant Principal for Curriculum

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

Carlos de la Camara, Science Certification, will support new teachers and teachers in need of assistance with the incorporation of science strategies;

Frank Ventura, Language Arts Certification, will support new teachers and teachers in need of assistance with the incorporation of reading strategies

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Principal and the Literacy Leadership Team will promote literacy across the content areas by providing teachers with professional development on research-based literacy strategies, and the implementation of the Florida Standards across the curriculum. The school will utilize the District Pacing Guides as the basis of all lesson planning in the core areas, while aligning the instructional activities to ensure that all of the standards are covered. Teachers will also be provided Project CRISS resources and mini-lessons to assist them with integrating the strategies that facilitate the tasks included in the Florida Standards. Additionally, core department chairpersons will offer their teachers professional development on effective instructional strategies and resources to improve the level of implementation of the new standards in the classroom.

b. Instructional Strategies

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

Multiple data sources stemming from District Interim Assessments, iReady test, ELL tests, Core Area Program Assessments, Supplemental Educational Technology programs, EWS data, detentions, suspensions/expulsions; referrals are used to guide instructional decisions and systems procedures for all students, in order to: adjust the delivery of curriculum and instruction to meet the instructional needs of students; adjust the delivery of behavioral management system as needed; adjust the allocation of school-based resources as needed; drive decisions regarding targeted professional development based on the needs assessments; create student growth trajectories in order to determine student learning

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

Strategy: Extended School Day

Minutes added to school year: 960

We will offer a Tutoring Program for the core areas: Reading, Mathematics, and Science utilizing research-based instructional materials to provide students with interventions to address student deficiencies

Strategy Rationale

Students will receive additional instruction based on the District Interim and Core Content Area Program assessments in order to provide them with more individualized strategies and resources to assist them in improving their performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Calzadilla, Bianca, bcalzadilla@dadeschools.net

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

Students will follow a program that will include assessments to track student performance.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All of the students' assessment measures and students course selection forms, as well as previous teacher recommendations are reviewed to place them in the best matching courses, first taking into consideration their learning needs that are based on their performance on such measures as the following: the 2016-17 Florida Standards Assessments (FSA) and End of Course (EOC) course results, the iReady results for the FSA Level 1 and 2 students for correct placement in the appropriate reading course.

Additionally, our school participates in articulation meetings with the feeder elementary schools in order to discuss middle school course descriptions and requirements, and review and recommend transitional strategies that will better prepare the 5th grade students who will be attending our school in the 6th grade.

b. College and Career Readiness

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

Shenandoah Middle School promotes academic and career planning through proactive leadership that engages all stakeholders in the delivery of the academic programs and services to assist students with achieving success in school. We assist students with their individual subject selections based on the students' academic needs and interests and develop the school's course selections based on this criteria. We also meet with the feeder pattern elementary schools to introduce incoming students to our school's curriculum offerings and provide them with individualized support with their

course selections.

In order to ensure that our students are thriving academically at our school, our support personnel, that includes the counselors, provide the students who are at risk with individual academic assistance and coping strategies and individual academic plans, when needed as a part of our school's RtI plan. We also provide students with motivational incentives for increases in student performance across the content areas.

Our school also provides parents with continuous workshops designed to assist them with learning about the various instructional resources and support available to promote student achievement and success in school.

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

Shenandoah Middle School through the applied and integrated courses, assists the middle school students prepare for the more rigorous high-school coursework and career readiness by providing students with course curriculum and activities that involve authentic and real-world connections necessary for success in the ever-changing world of work.

Our school provides educational services based on the Florida Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, science, and mathematics.

We are also a Museums Magnet School. This program includes partnerships with the Dade Heritage Trust Program, the History Miami Museum, the Lowe Art Museum - University of Miami, the Miami Museum of Science and Planetarium, the Miami Art Museum, the Coral Gables Museum, and the Wolfsonian - FIU that link innovative curriculum to the resources and artifacts of each museum, creating living laboratories. Through ongoing study trips and project-based learning activities, students are provided with unprecedented exposure to the arts, culture, history, language arts, social studies, and science. Museum educators also work in the classrooms alongside teachers and students to integrate objects from collections that are used in meaningful real-world activities. As a result, students become researchers utilizing primary, secondary, and museum resources. Additionally, the magnet theme is infused into the school's curriculum through Understanding by Design units and themes, that includes Object-Based Learning and Visual Thinking Strategies infused throughout the different disciplines.

As a result of all of these experiences, students learn how to prepare museum-quality exhibits across the curriculum. These wonderful displays of student creativity result in two Museum Exhibit Nights where the community comes together to celebrate students' original works.

In addition, Shenandoah Middle School instituted an Extended Foreign Language Program. The goal of the program is to develop bilingual, bi-literate, and bicultural students who will be prepared to meet the challenges of the world of tomorrow. The Extended Foreign Language Program promotes excellence in bilingual studies (English and Spanish), and is committed to high academic standards. Students in the Extended Foreign Language Program are immersed in the Museums Magnet Program curriculum. Seventh and eighth grade students enrolled in this program are afforded the opportunity to earn high school credits.

Another unique program at Shenandoah Middle School is the Microsoft IT Academy. The Microsoft IT Academy is a college and career ready program designed to provide students with 21st century technology skills necessary to acquire certification. Students receive hands-on experience with the latest Microsoft software in order to get an edge in today's competitive job market. In 2015-16, at the end of the second year of the Academy, several students successfully attained industry certification by passing three Microsoft Office Certification Exams.

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

Our school offers advanced courses in all of the content areas, including high-school level courses, such as Algebra, Geometry, and Biology. Additionally, our school offers the Microsoft IT Academy that results in industry certification, which enables students to secure employment in the field of technology in the future. Additionally, many of our students are enrolled in the Extended Foreign Language program that prepares them to become fluent and proficient in communicating in two languages.

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G087740

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Limited time for teachers to collaborate effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: iReady, HLAP, Scholastic Read 180/System 44 programs, TeeBiz, Nearpod, CPALMS, Showbie, Amplify, Learning, Classzone, Imagine Learning, Florida Standards Assessments (FSA) website, Department (ELA, Reading, ELL, ESE) Chairpersons, PD Liaison, Curriculum Support Specialists
- Math: i-Ready, Carnegie Learning, Algebra Nation, Geogebra, Classzone, Gizmos, FSA website, Department (Math, ELL, ESE) Chairpersons, PD Liaison
- Science: Gizmos, Edgenuity, Pearson Success, OneDrive, OneNote, FSA website, Department (Science, ELL, ESE) Chairpersons, PD Liaison
- Social Science: iCivics, FLREA, Edmodo, CRISS, CPALMS, Kahoot, FSA website, Department (Social Science, Reading, ELL, ESE) Chairpersons, PD Liaison
- Technology: iPads (ELL), Tablets, Amplify, Computer Labs, Promethean Boards, iPrep, PD Liaison

Plan to Monitor Progress Toward G1. 8

Observe student engagement and achievement.

Person Responsible

Bianca Calzadilla

Schedule

Weekly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Classroom walkthroughs; assessment results.

Action Plan for Improvement


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

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


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

 G087740

G1.B1 Limited time for teachers to collaborate effectively. 2

 B233272

G1.B1.S1 Allocate early release days, mandatory PD days, and certain faculty meeting days for professional development. 4

 S246192

Strategy Rationale

By the end of the 2016-2017 school year, explicit collaboration between and among all curricular areas and all stakeholders will lead to greater opportunities for improved student achievement.

Action Step 1 5

Allocate early release days, mandatory professional development (PD) days, and certain faculty meeting days for PD.

Person Responsible

Bianca Calzadilla

Schedule

Monthly, from 8/30/2016 to 4/7/2017

Evidence of Completion

Agenda, Sign-in Sheets, PD Materials, Assignment turned in through My Learning Plan, Walkthroughs.

Action Step 2 5

Increase collaboration of best practices and data chats.

Person Responsible

Bianca Calzadilla

Schedule

Monthly, from 8/18/2016 to 4/7/2017

Evidence of Completion

Agenda, Sign-in Sheet, Walkthroughs.

Action Step 3 5

Provide data to all teachers.

Person Responsible

Bianca Calzadilla

Schedule

Quarterly, from 10/3/2016 to 4/7/2017

Evidence of Completion

Walkthroughs

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

Monitor collaboration among teachers.

Person Responsible

Bianca Calzadilla

Schedule

Monthly, from 8/19/2016 to 6/7/2017

Evidence of Completion

Collaborative session agendas and sign-in sheets.

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

Monitor teachers' instructional delivery.

Person Responsible

Bianca Calzadilla







Schedule

Weekly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Lesson plans; student work; walkthroughs, formal and informal observations logs/notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A319219	Allocate early release days, mandatory professional development (PD) days, and certain faculty...	Calzadilla, Bianca	8/30/2016	Agenda, Sign-in Sheets, PD Materials, Assignment turned in through My Learning Plan, Walkthroughs.	4/7/2017 monthly
G1.B1.S1.A2  A319220	Increase collaboration of best practices and data chats.	Calzadilla, Bianca	8/18/2016	Agenda, Sign-in Sheet, Walkthroughs.	4/7/2017 monthly
G1.B1.S1.A3  A319221	Provide data to all teachers.	Calzadilla, Bianca	10/3/2016	Walkthroughs	4/7/2017 quarterly
G1.MA1  M332488	Observe student engagement and achievement.	Calzadilla, Bianca	9/5/2016	Classroom walkthroughs; assessment results.	6/7/2017 weekly
G1.B1.S1.MA1  M332482	Monitor teachers' instructional delivery.	Calzadilla, Bianca	9/5/2016	Lesson plans; student work; walkthroughs, formal and informal observations logs/notes.	6/7/2017 weekly
G1.B1.S1.MA1  M332483	Monitor collaboration among teachers.	Calzadilla, Bianca	8/19/2016	Collaborative session agendas and sign-in sheets.	6/7/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Limited time for teachers to collaborate effectively.

G1.B1.S1 Allocate early release days, mandatory PD days, and certain faculty meeting days for professional development.

PD Opportunity 1

Allocate early release days, mandatory professional development (PD) days, and certain faculty meeting days for PD.

Facilitator

Cathelyne Joseph (PD Liaison)

Participants

All instructional staff

Schedule

Monthly, from 8/30/2016 to 4/7/2017

PD Opportunity 2

Increase collaboration of best practices and data chats.

Facilitator

District-assigned CSS for core content (LA, reading, mathematics, science, and social sciences), Cathelyne Joseph (PD Liaison), B. Alvarez (LA/Reading Dept. Chair.), L. Adam (Math Dept. Chair.), C. de la Camara (Science Dept. Chair.), T. Herrera (Soc. Sci. Dept. Chair.)

Participants

All instructional staff.

Schedule

Monthly, from 8/18/2016 to 4/7/2017

PD Opportunity 3

Provide data to all teachers.

Facilitator

Administrators and Department Chairs

Participants

All instructional staff.

Schedule

Quarterly, from 10/3/2016 to 4/7/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Allocate early release days, mandatory professional development (PD) days, and certain faculty meeting days for PD.	\$0.00
2	G1.B1.S1.A2	Increase collaboration of best practices and data chats.	\$0.00
3	G1.B1.S1.A3	Provide data to all teachers.	\$0.00
Total:			\$0.00