

Shenandoah Elementary

4827 S CONWAY RD, Orlando, FL 32812

<https://shenandoahes.ocps.net/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 61% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 54% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| Grade | A | B | A* | A |

**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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Shenandoah Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

Our vision is to be the top producer of successful students in the nation.

2. School Environment

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

The school learns about students' cultures in many ways. We have celebrations and PTA sponsored family events during the year to integrate culturally responsive diversity throughout the school year. Ongoing showcasing of cultural diversity through the arts and literature featuring the achievements of prominent individuals in our country who displayed a "Growth Mindset" and "Grit" help to build relationships at our school with teachers, students, and families. Additionally, our 2017 Best Practices for Inclusive Education indicated a need to analyze data to identify and facilitate staff professional development on inclusive practices and technical assistance needs related to inclusion for all school personnel. In response, we are embedding professional development focused on people first language, strategies for de-escalation, inclusive practices, and using character education resources to develop social skills and build relationships.

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

Shenandoah creates an environment where students feel safe and respected through the implementation of a supervision plan which includes adults strategically placed throughout campus before school, throughout the school day, and after school. Staff members are placed before school at all of the arrival areas, computer lab, and the cafeteria so students have adult support and supervision while waiting for class to begin. During the school day, classroom teachers implement classroom management plans, school wide Bobcat expectations, and the faculty and leadership team are visible throughout the campus. The leadership team and guidance counselor have an open door policy. To promote a safe environment at dismissal, the faculty follows a dismissal plan to ensure all dismissal areas are supervised. To build student leadership through respected positions and promote safe activities before and after school, fifth grade students are invited to become safety patrols, Student Council members, teacher assistants, and news crew members. In addition, multiple after school programs are offered on campus to provide a safe environment including extended day, pottery, Kids Art, and gymnastics.

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.

Our school wide behavior plan follows the Positive Behavior Support Model. The school continues to implement visual reference acronyms that match our mascot representing behavior expectations for

all areas throughout the campus. Teachers discussed these expectations and the Code of Conduct with their students during the first week of school and the posters are visible in all areas of the campus. All new students will be introduced to the school wide management plan and the Code of Conduct. Both documents will be reviewed quarterly with all students.

To reinforce school wide behavior and limit distractions in the learning environment, each teacher created a classroom management plan following strategic intervention steps consistent with the school wide model, which includes a verbal warning, re-teaching of the expected behavior, time out to reflect in the classroom, and limiting time out of classroom experiences as a consequence to maximize learning time. Visual aids are used to track behavior interventions/action steps during the school day and a school wide tracking form is used to monitor behavior incident occurrences and provide support through the MTSS process or coaching.

Our school Guidance Counselor and Student Council members do brief overview chats on our morning announcements to share character education with the students. In addition, the counselor visits classrooms to encourage use and implement character education and "Child Safety Matters" lessons to develop character and safe choices.

Training for school personnel during preplanning on the how to implement our Positive Behavior Support model is reinforced through monthly PBS committee meetings. Additionally, during these meetings, the PBS committee reviews protocols, disciplinary incidents, and plans for minimizing distractions and increasing engagement.

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.

The school is continuously working to ensure that the social-emotional needs of all students are being met to provide a safe and positive learning experience. All classes will receive a lesson at the beginning of the year regarding social-emotional needs, via our school counselor. Through this lesson, students will be encouraged to self-advocate as much as possible regarding these needs and advised of different support systems throughout the school. In addition, the counselor provides character education lessons and resources for teachers to implement in the classrooms. Throughout the year teachers are encouraged to contact the school counselor in regards to any student social-emotional needs. The counselor provides support through one:one discussions, small group sessions, or class lessons. In addition, small group support will be provided for students to address social-emotional and student success needs. If a student's needs are beyond that of the school, we reach out to our district resources which may include outside counselors or family resources.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Student attendance is monitored by teachers and the attendance clerk. Teachers, the registrar, and front office clerk contact parents in regards to absences and tardies. If there are any students with five or more unexcused absences within a calendar month or 10 unexcused absences within ninety calendar days, the principal and guidance counselor are contacted to follow up with the social worker and/or child study team to determine next steps, solutions, and support. Students with 15 unexcused absences are reported to the Case Review Team which may include outside agencies to find next steps, solutions, and support.

For students currently failing English Language Arts or mathematics and students struggling based

on progress monitoring data, the leadership team facilitates biweekly MTSS Professional Learning Community (PLC) meetings to plan and implement additional support through Tier II intervention instruction. In addition, the guidance/MTSS coach works closely with teachers to ensure that students are provided with Tier I, II, and III interventions as needed and given appropriate support through coaching, resources, and materials.

All students scoring a level one on state wide assessments are automatically included in our MTSS intervention support groups to receive daily 45 minutes of teacher led intervention instruction, In addition, specific Tier III instruction, utilizing Voyager and Ready, is provided for those students who are two or more years below grade level or are needing additional support.

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 | 15 | 10 | 7 | 7 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 11 | 3 | 1 | 11 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 12 | 5 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |

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 | 6 | 0 | 0 | 10 | 6 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

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

The students identified as exhibiting two or more early warning indicators will receive intensive interventions during the school day including three Tiers of instruction. The students will receive the Tier I standards based instruction including teacher led small group instruction in ELA and Math. Based on specific early warning indicators, the students will receive teacher led Tier II and Tier III interventions focusing on remediation reading and math strategies. The students indicating more than one early warning indicators will also receive additional computer interventions through i-Ready for at least 45 minutes a week per subject area (ELA and Math) and will be encouraged to participate in before and after school tutoring two days a week.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our two way communication during SAC, PTA, and quarterly parent conferences help build and maintain relationships with families and focus on collaborative approaches for increasing academic achievement. Currently we have families participating in PTA, SAC, Parent Leadership Council, and serving as ADDitions volunteers in various capacities. Our goal this year is to not only increase involvement but also parent engagement in supporting learning among our sub groups and continue to implement a mentoring program. We would like to see more parents participate in our Parent Leadership Council and develop additional ways for our families to support instruction at home and school.

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.

Building and maintaining close partnerships with the surrounding community is vital to our school. Shenandoah Elementary prides itself in the engagement of local businesses and community groups who partner with us to achieve mutual goals which not only benefit the school but the community as well. Business partners and community groups serve as role models for students by providing personal and professional guidance. As a result, students gain confidence, self-esteem and pride. These positive influences motivate students to succeed and work toward becoming productive citizens. They support our school with time, resources, volunteers, and financial contributions.

At Shenandoah our local community groups and partners are invited to school-wide events, encouraged to participate in the annual Teach-In Event, serve on the School Advisory Council, Partners In Education and the Parent Teacher Association. In turn, we encourage students and families to support the local businesses by recognizing these groups in our monthly newsletter. We also show appreciation by displaying their pictures throughout our main hallway and showing recognition on our school marquee. Bringing the community in to the school and taking the school to the community has been mutually beneficial to both Shenandoah Elementary and its valuable partners.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|------------------------|
| Crabb, Pamela | Principal |
| Hughes, Kristen | School Counselor |
| Hooper, Dian | Instructional Coach |
| Arms, Nathan | Other |
| Corum, Michele | Administrative Support |
| Asbury, Alison | Administrative Support |
| Callaway, Mari | Assistant Principal |

b. Duties

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

The Principal (Pamela Crabb) and Assistant Principal (Maritere Callaway) lead the staff and stakeholders as instructional leaders through implementing standards based instruction, implementing school wide and district initiatives, facilitating teacher and student growth, monitoring the effectiveness of instruction, interventions, and data based decision making in regards to instruction, assessment, safety, organization, and professional development. In addition, they serve as communication liaisons to maintain two- way communication across various stakeholders through the School Advisory Council, Parent Teacher Association, Professional Learning Communities, and student/parent conferences. The school administration collaborates with teacher leaders to implement the Positive Behavior Support committee to ensure shared decision making is in place for analyzing discipline trends to guide implementation of instructional strategies for behavior and develop systems for decreasing behavior infractions.

The guidance counselor/MTSS coach (Kristen Hughes) collaborates with other leadership team members to provide support for teachers and students including, but not limited to, classroom management strategies, implementing the mentoring program, facilitating student council, instructional delivery support, clothing and community resources, and character education. In addition, the counselor leads teachers through analyzing data to identify students in need of additional academic intervention services and guides instructional shared decision making to implement resources and academic strategies.

The Staffing Specialist (Alison Asbury) collaborates with instructional staff, paraprofessionals, the Guidance Counselor/MTSS coach, families, outside services, and the School Psychologist (Lindsey Smith) for shared decision making through the MTSS framework and ESE meetings to ensure that the instructional environment and expectations are met for all of our Exceptional Education and students served through MTSS interventions. In addition, the staffing specialist collaborates to ensure that data is used to monitor student growth and drive instructional decision making. The staffing specialist serves as the liaison and communicator with families and staff to ensure each child is receiving the services he/she needs in the appropriate setting.

The reading coach (Dian Hooper), math coach (Melanie Babir) and resource teacher (Michele Corum) provide leadership with facilitation and guidance for teacher led data analysis and planning effective instruction during Professional Learning Community meetings, modeling lessons, providing feedback for teacher growth, and creating instructional and behavioral plans with staff to ensure children have a rigorous and safe learning environment.

All members of the leadership team collaborate daily to analyze data and identify trends in classrooms. Professional Learning Communities (PLC) are held two times a week to assist teachers with strategic planning, integrating Marzano strategies, and developing/implementing formative assessments based on the state standards. The team identifies areas of success and concern and then develops and implements action plans based on the formative assessment data. The leadership team facilitates to build teacher leadership and capacity through guiding teachers with collaborative planning, data analysis, and professional growth.

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.

In addition to classroom teachers providing intervention and enrichment instruction, state budget funding provides the leadership team and paraprofessionals to implement grade level intervention

through Tier II or Tier III support and/or enrichment based on classroom experience to meet the needs of our learners through MTSS.

All classroom teachers will be providing interventions and enrichment instruction through daily Tier II intervention and Tier III intervention 3 to 5 times per week. The leadership team contributes support and instructional strategies across grade level professional learning communities and works closely with fifth grade to implement STEM instruction. Another program, Project Lead the Way, will be implemented again this year and is a large part of our STEM education for 3rd grade and KG.

The PLC Bobcat planning days provide common planning sessions for teachers to do a deep dive into the Curriculum Resource Materials, develop lesson plans, and analyze formative and common assessment data to create plans for reteaching standards.

District funds are provided for select teachers to attend District Professional Learning Community trainings to implement effective literacy instruction, complex text, close reading and integrate writing instruction throughout all curriculum areas. SAI and SRI funds are utilized to provide after school tutoring.

State funds were used to purchase additional curricular resources for interventions, teaching, diagnostic assessments, and tutoring including the purchase of: Florida Ready, i-Ready, Voyager, Core Progress and DRA.

The MTSS coach inventories and monitors the check out and usage of intervention materials. The media clerk II and CRT inventories and monitors the check out and usage of core instructional materials and textbook resources.

The MTSS coach will meet with each teacher during the first marking period to identify students in need of services and provide support with planning interventions and completing the documentation for progress monitoring and the collection of data. In addition, the MTSS team will meet every month to review and monitor implementation and progress. Individual MTSS student concerns will also be brought to the attention of the MTSS team and additional meetings will take place as needed. Student data and progress will be reviewed during weekly collaboration meetings with the administration team to analyze student growth and make adjustments in instruction and interventions based on data and root cause analysis. The instructional resource teacher will support the MTSS process by providing research based materials to support skill deficits.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Pamela Crabb | Principal |
| Stephanie Krick | Parent |
| Marianelly Perez Perez | Parent |
| Amy Dannemiller | Parent |
| Kathy King | Parent |
| David Roberts | Business/Community |
| Megan Lovett | Parent |
| Kellene Windham | Parent |
| Ashley Connell | Parent |
| Courtney Baker | Teacher |
| Mari Callaway | Education Support Employee |
| Melanie Finch | Parent |
| Elizabeth Windham | Parent |
| Fernanda Melo | Business/Community |
| Rebecca Lott | Parent |
| Emily Sulbaran | Parent |
| Jeanine Garcia | Parent |
| Ricardo Cuevas | Parent |
| Michelle Johnson | Parent |
| Karen Revels | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

After the overview of the School Improvement Plan last year, the SAC will continue to address the School Improvement Plan each month. The principal will review the goals and share monthly data to facilitate the SAC with analyzing how data demonstrates progress towards the School Improvement Plan goals. Following the analysis of data, strategies will be reviewed for effectiveness. This process was used in order to determine future use of the same or similar strategies.

b. Development of this school improvement plan

The SAC continuously reviews school wide achievement and Advanc-Ed survey data to develop the School Improvement Plan through collaborative communication and data driven decisions.

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

Last year when the school site budget came out, the principal reviewed categories with SAC and reviewed the weighted and unweighted projected categories within the FTE budget.

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

The school improvement funds allocated were used for funding teachers to attend the professional learning opportunities.

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 |
|-------------------|------------------------|
| Crabb, Pamela | Principal |
| Hooper, Dian | Instructional Coach |
| Hoover, Jean | Teacher, K-12 |
| Ursic, Kimberly | Teacher, K-12 |
| Jackson, LeighAnn | Teacher, K-12 |
| Florin, Taylor | Teacher, K-12 |
| Johnson, Marian | Teacher, K-12 |
| Asbury, Alison | Administrative Support |
| Callaway, Mari | Assistant Principal |

b. Duties

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

Our Literacy Team actively involves representatives from each of our grade levels. Areas of focus that the LLT will strategically implement and promote this year to increase academic achievement are: collaboratively planning and sharing vertically aligned ELA lessons to include close reading, forming and analyzing data from formative and common assessments, developing and implementing strategies to increase motivational reading through Accelerated Reader program, and developing family relationships by involving families in the annual Literacy Night and literacy opportunities within the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To encourage positive working relationships between teachers, teams met over the summer for 3 common planning days, facilitated by the reading and math coaches. Each grade level met and collaboratively planned their units of instruction aligned to the standards and the Marzano framework, created their instructional focus calendar and analyzed the curriculum resource materials. Additionally, we will have teams meet again throughout the year to plan units of instruction aligned to the standards. The leadership team will provide common planning PLC meetings, twice a week, to support the teachers

with planning and data analysis. In addition, we will provide interactive professional development, deliberate practice professional learning community experiences, literacy team committee meetings, and math/science committee meetings so different grade level teachers will be able to collaborate together to learn best practices and research based strategies to accomplish our School Improvement goals. The leadership team facilitates a monthly book study, using the book "Growth Mindset" with all staff members.

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

In order to recruit and retain teachers, Shenandoah offers quality working conditions and builds on relationships within the staff to create a culture of collaboration and a family atmosphere. The administration and leadership team work hard to offer both intrinsic and extrinsic rewards for a job well done. Additionally, we partner with area universities and colleges in order to work with College of Education Interns and demonstrate the daily instructional routines and procedures of the school. The partnerships, technology, recognition, and relevant professional development, help ensure that we grow and retain our highly qualified teachers as well as appeal to potential teachers.

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

Shenandoah has one beginning teacher and several additional teachers that will benefit from the use of a mentor. We selected teachers that are either new to a grade level or need to continue with a prolonged mentorship from last year. The rationale for pairing was to select a mentor who will build a strong relationship with the mentee and someone who had previous success in the subject or grade level taught. The teachers will meet bi-weekly to review lesson plans, plan peer coaching/observations, review classroom management issues and address other questions and concerns. The Instructional Coach also hosts monthly meetings to provide additional support related to the Marzano Evaluation system, Deliberate Practice, state certification requirements, and standards-based, student-centered learning.

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.

Shenandoah ensures its core instructional programs and materials align to the Florida Standards by following the Orange County Public School's literacy and math framework. The professional learning communities will plan using the Language Arts Florida Standards and the Mathematics Florida Standards. The PLC will then find the district approved digital and print resources provided through launch.ocps.net, Curriculum Resource Materials and the Instructional Management System to ensure that the resources being implemented in the classroom match the standards and the Florida State Assessment item specifications.

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.

Shenandoah uses the beginning of the year assessments, diagnostic assessments, i-Ready, formative assessment data, and teacher created standards based assessments to monitor academic progress and analyze instructional gaps. Through this ongoing data analysis, the leadership team and teachers monitor the instructional focus calendar for areas of progress and deficiencies, collaboratively plan for standards requiring additional time of core instruction, identify which students need additional support for intervention and plan strategies for re-teaching of specific reading and math standards. In addition, the teams collaborate to identify through data which students are in need of enrichment in the different academic areas and share resources for enrichment. Through implementing the core during the whole group English Language Arts block, all students receive Tier I instruction. The teachers collaboratively plan how to differentiate and address the needs of all learners during their whole group and small group reading instruction and centers. In addition, all students will receive a Tier II intervention to reinforce standards based instruction and provide individualized instruction based on the areas of need and enrichment for each child. Last, students who need additional differentiated support are provided Tier III intervention focused on reading development using the Voyager program or additional research based intervention materials to meet their individual developmental needs.

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: After School Program

Minutes added to school year: 7,380

The lowest 30 percent of our third, fourth and fifth grade students and additional English Language Learners who are below grade level are selected using previous year's data along with current assessment and diagnostic scores. These students are offered after school tutoring from September to March for one hour on Tuesday and Thursday afternoons.

Strategy Rationale

The lowest 30% of our students and our English Language Learners are selected for tutoring based on academic need to reinforce the standards based core instruction and close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oliver, Jessica, jessica.oliver@ocps.net

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

A pre and post assessment for tutoring will be used to determine the effectiveness of tutoring. In addition, formative ongoing assessments and i-Ready computer data will also be analyzed to determine the effectiveness of tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Shenandoah offers families of enrolling kindergarten students the opportunity to attend an orientation prior to the start of the school year to learn school information and tour kindergarten classrooms, the cafeteria, and the main areas of the campus. Shenandoah also has a kindergarten social at the beginning of the year the weekend before school starts to meet and greet the students and parents. Administration offers tours of the school to new students and families upon registration throughout the year. To ensure academic success, students are assessed using DRA (Developmental Reading Assessment), Formative assessments, and/or i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided immediately upon entering Shenandoah. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community supports when they enroll and throughout the year to provide resources as needed. Guidance lessons are implemented to support elementary to middle school transitions along with a field trip to the upcoming middle school campus.

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.

To advance college and career awareness, Shenandoah provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is a featured college sign on all teachers doors that highlights a staff member's previous college or university and describes the academic highlights of the college which is updated monthly to showcase different educational options. Shenandoah has a college shirt day weekly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college awareness. The fifth grade students participate in a research study to learn more about a college of their choice and integrate reading, writing, and speaking skills to present the demographics, academics available, admission criteria, highlights, and specialties to their peers and school staff. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program. A career interest survey will be implemented with 5th graders.

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

To prepare our students for 21st century careers with technology and industry, Shenandoah has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, CAPE digital learning, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Kindergarten and third grade students are participating in Project Lead the Way and will develop an understanding of using the STEM process and exploring science, technology, engineering, and mathematics concepts and potential career opportunities. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose

students to technical alternatives to problem solve. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready, Accelerated Reader, and Skype chats with authors to build academic achievement and increase motivation. Third grade and kindergarten will experience STEM lessons through Project Lead the Way this school year.

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.

The strategies implemented at Shenandoah for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, i-Ready and formative assessments will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation or enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency, preparing students for on or above grade level coursework in their future academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another readiness strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. In addition to strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for grades 2-5 students earning A and B letter grades. The Sunshine State Reader recognition and virtual author chats for students who read all of the Sunshine State books and then earn high scores on the Accelerated Reader assessment for each book, motivates students to set independent reading goals. Student of the Month celebrations, celebrating the character traits, will be implemented throughout the year. The Bridging Ceremony recognizes students' accomplishments in elementary school and prepares students for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' strategic implementation of differentiated instruction and systematic, strategic interventions (Division Priority: Ensure Career and College Readiness)

- G2.** Student achievement will increase as a result of implementing District Professional Learning Communities to engage students in close reading of complex texts. (Division Priority: Accelerate Student Performance)

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. Student achievement will increase as a result of teachers' strategic implementation of differentiated instruction and systematic, strategic interventions (Division Priority: Ensure Career and College Readiness)

1a

G095112

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 50.0 |
| FSA ELA Achievement - ELL | 26.0 |
| ELA/Reading Gains | 65.0 |
| AMO Reading - SWD | 59.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need a deeper understanding of how to implement differentiated instruction within a unit of instruction to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources that will assist with this goal are the leadership team, Instructional Coach, Language Arts Florida Standards, Math Florida Standards, CCT, Florida State Assessment Item Specifications, and the Instructional Management System.
- CRMs; I-ready; Florida Standards

Plan to Monitor Progress Toward G1. 8

PLC minutes and coaching notes; I-observation documentation and feedback; lesson plans and coaching feedback will be collected and analyzed to determine progress toward the goal.

Person Responsible

Pamela Crabb

Schedule

Weekly, from 8/1/2017 to 5/30/2018

Evidence of Completion

PLC minutes; coaching notes; i-observation documentation; Lesson plans

G2. Student achievement will increase as a result of implementing District Professional Learning Communities to engage students in close reading of complex texts. (Division Priority: Accelerate Student Performance) 1a

G095113

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Effective Teachers (Performance Rating) | 80.0 |
| ELA/Reading Lowest 25% Gains | 63.0 |
| FSA Mathematics Achievement | 76.0 |
| FSA ELA Achievement | 73.0 |
| Math Gains | 76.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers need a deeper understanding of effective strategies to engage students in close reading of complex text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources that will assist with this goal are the leadership team, Reading Coach, Language Curriculum Resource Materials, (CRMs), District Professional Learning Community team.

Plan to Monitor Progress Toward G2. 8

The leadership team and teachers will analyze i-observation data along with student data including formative and common assessment data, i-Ready and common assessment data will also be used to determine progress towards the goal of close reading and complex text as a result of planning and instruction focusing on critical learning targets.

Person Responsible

Pamela Crabb

Schedule

Biweekly, from 9/15/2017 to 5/30/2018

Evidence of Completion

The iObservation data, assessment tracker spreadsheet, and student data reports will be evidence of monitoring progress towards the goal.

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. Student achievement will increase as a result of teachers' strategic implementation of differentiated instruction and systematic, strategic interventions (Division Priority:Ensure Career and College Readiness) **1**

G095112

G1.B1 Teachers need a deeper understanding of how to implement differentiated instruction within a unit of instruction to increase student achievement. **2**

B255982

G1.B1.S1 Provide professional development and coaching with utilizing differentiated instruction and exceptional education inclusive practices to implement the learning targets toward the progression of the standards. **4**

S270560

Strategy Rationale

Purposeful planning and implementation of specific strategies necessary to reach the level of rigor required to meet the targeted student achievement outcomes.

Action Step 1 **5**

Provide professional development that will help teachers differentiate instruction based on the trajectory of the standard.

Person Responsible

Pamela Crabb

Schedule

Monthly, from 8/1/2017 to 5/30/2018

Evidence of Completion

Professional development agendas, I-observation data, PowerPoints, and teacher exit slips.

Action Step 2 **5**

Provide coaching during lesson planning to ensure differentiated instruction and inclusive strategies are embedded in plans.

Person Responsible

Pamela Crabb

Schedule

Weekly, from 8/1/2017 to 5/30/2018

Evidence of Completion

Lesson Plans, PLC notes and I-Observation reports

Action Step 3 5

Conduct classroom coaching observations and informal observations to identify strategies that are being used effectively to differentiate instruction.

Person Responsible

Pamela Crabb

Schedule

Every 3 Weeks, from 8/1/2017 to 5/30/2018

Evidence of Completion

The leadership team will conduct coaching, formal and informal observations that will be recorded on i-observation.

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

The leadership team (coaches and administration) will monitor the implementation of learned strategies during the collaborative planning PLC (professional learning community) meetings twice a week.

Person Responsible

Pamela Crabb

Schedule

Weekly, from 8/1/2017 to 5/30/2018

Evidence of Completion

PLC common planning minutes; lesson plans; I-observation data

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

The leadership team (administration and coaches) will monitor classroom instruction and student achievement through classroom observations to verify the effectiveness of addressing critical content and provide actionable feedback to continue to progress with implementing differentiated instruction when planning and teaching.

Person Responsible

Pamela Crabb

Schedule

Daily, from 8/1/2017 to 5/30/2018

Evidence of Completion

i-observation data and reports

G2. Student achievement will increase as a result of implementing District Professional Learning Communities to engage students in close reading of complex texts. (Division Priority: Accelerate Student Performance) 1

G095113

G2.B1 Teachers need a deeper understanding of effective strategies to engage students in close reading of complex text. 2

B255985

G2.B1.S1 Provide professional development and coaching to teachers on how to implement meaningful close reading strategies. 4

S270562

Strategy Rationale

Purposeful planning and implementation of the specific close reading strategies are necessary to reach the level of rigor required to meet the targeted student achievement outcomes.

Action Step 1 5

The District Professional Learning Communities will provide professional development that will help teachers select effective close reading strategies so students can uncover layers of meaning in a complex text that lead to deep comprehension of the text.

Person Responsible

Pamela Crabb

Schedule

Monthly, from 9/15/2017 to 5/8/2018

Evidence of Completion

PLC agendas and minutes and lesson plans will be used as evidence.

Action Step 2 5

Provide coaching during lesson planning to ensure close reading strategies are embedded in plans.

Person Responsible

Pamela Crabb

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

Exit slips, classroom evaluations, coaches meeting notes, observations and feedback.

Action Step 3 5

Conduct classroom coaching observations and informal observations to identify close reading strategies that are being used effectively for optimal comprehension of complex text.

Person Responsible

Pamela Crabb

Schedule

Every 3 Weeks, from 9/15/2017 to 5/30/2018

Evidence of Completion

Observation reports will be evaluated to determine effectiveness.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The leadership team will attend, coach, and provide feedback during the PLC meetings to monitor the fidelity of close reading of complex texts.

Person Responsible

Pamela Crabb

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The leadership team will monitor the implementation of the close reading of complex text being implemented through classroom observations.

Person Responsible

Pamela Crabb

Schedule

Weekly, from 9/15/2017 to 5/30/2018

Evidence of Completion

iObservation data, grade level collaboration (PLC) meeting minutes, and lesson plans, student artifacts

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|---------------|-------------------------------|---|-------------------------|
| 2018 | | | | | |
| G2.B1.S1.A1 A362362 | The District Professional Learning Communities will provide professional development that will help... | Crabb, Pamela | 9/15/2017 | PLC agendas and minutes and lesson plans will be used as evidence. | 5/8/2018 monthly |
| G1.MA1 M387196 | PLC minutes and coaching notes; I-observation documentation and feedback; lesson plans and coaching... | Crabb, Pamela | 8/1/2017 | PLC minutes; coaching notes; i-observation documentation; Lesson plans | 5/30/2018 weekly |
| G2.MA1 M387201 | The leadership team and teachers will analyze i-observation data along with student data including... | Crabb, Pamela | 9/15/2017 | The iObservation data, assessment tracker spreadsheet, and student data reports will be evidence of monitoring progress towards the goal. | 5/30/2018 biweekly |
| G1.B1.S1.MA1 M387192 | The leadership team (administration and coaches) will monitor classroom instruction and student... | Crabb, Pamela | 8/1/2017 | i-observation data and reports | 5/30/2018 daily |
| G1.B1.S1.MA1 M387193 | The leadership team (coaches and administration) will monitor the implementation of learned... | Crabb, Pamela | 8/1/2017 | PLC common planning minutes; lesson plans; I-observation data | 5/30/2018 weekly |
| G1.B1.S1.A1 A362358 | Provide professional development that will help teachers differentiate instruction based on the... | Crabb, Pamela | 8/1/2017 | Professional development agendas, I-observation data, PowerPoints, and teacher exit slips. | 5/30/2018 monthly |
| G1.B1.S1.A2 A362359 | Provide coaching during lesson planning to ensure differentiated instruction and inclusive... | Crabb, Pamela | 8/1/2017 | Lesson Plans, PLC notes and I-Observation reports | 5/30/2018 weekly |
| G1.B1.S1.A3 A362360 | Conduct classroom coaching observations and informal observations to identify strategies that are... | Crabb, Pamela | 8/1/2017 | The leadership team will conduct coaching, formal and informal observations that will be recorded on i-observation. | 5/30/2018 every-3-weeks |
| G2.B1.S1.MA1 M387197 | The leadership team will monitor the implementation of the close reading of complex text being... | Crabb, Pamela | 9/15/2017 | iObservation data, grade level collaboration (PLC) meeting minutes, and lesson plans, student artifacts | 5/30/2018 weekly |
| G2.B1.S1.MA1 M387198 | The leadership team will attend, coach, and provide feedback during the PLC meetings to monitor the... | Crabb, Pamela | 9/15/2017 | iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes | 5/30/2018 monthly |
| G2.B1.S1.A2 A362363 | Provide coaching during lesson planning to ensure close reading strategies are embedded in plans. | Crabb, Pamela | 9/15/2017 | Exit slips, classroom evaluations, coaches meeting notes, observations and feedback. | 5/30/2018 monthly |
| G2.B1.S1.A3 A362364 | Conduct classroom coaching observations and informal observations to identify close reading... | Crabb, Pamela | 9/15/2017 | lobservation reports will be evaluated to determine effectiveness. | 5/30/2018 every-3-weeks |

V. Professional Development Opportunities

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

G1. Student achievement will increase as a result of teachers' strategic implementation of differentiated instruction and systematic, strategic interventions (Division Priority:Ensure Career and College Readiness)

G1.B1 Teachers need a deeper understanding of how to implement differentiated instruction within a unit of instruction to increase student achievement.

G1.B1.S1 Provide professional development and coaching with utilizing differentiated instruction and exceptional education inclusive practices to implement the learning targets toward the progression of the standards.

PD Opportunity 1

Provide professional development that will help teachers differentiate instruction based on the trajectory of the standard.

Facilitator

Leadership Team

Participants

Instructional staff

Schedule

Monthly, from 8/1/2017 to 5/30/2018

PD Opportunity 2

Provide coaching during lesson planning to ensure differentiated instruction and inclusive strategies are embedded in plans.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 5/30/2018

PD Opportunity 3

Conduct classroom coaching observations and informal observations to identify strategies that are being used effectively to differentiate instruction.

Facilitator

Leadership Team

Participants

Instructional staff

Schedule

Every 3 Weeks, from 8/1/2017 to 5/30/2018

G2. Student achievement will increase as a result of implementing District Professional Learning Communities to engage students in close reading of complex texts. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers need a deeper understanding of effective strategies to engage students in close reading of complex text.

G2.B1.S1 Provide professional development and coaching to teachers on how to implement meaningful close reading strategies.

PD Opportunity 1

The District Professional Learning Communities will provide professional development that will help teachers select effective close reading strategies so students can uncover layers of meaning in a complex text that lead to deep comprehension of the text.

Facilitator

DPLC team

Participants

All instructional staff will participate.

Schedule

Monthly, from 9/15/2017 to 5/8/2018

PD Opportunity 2

Provide coaching during lesson planning to ensure close reading strategies are embedded in plans.

Facilitator

DPLC team

Participants

All Instructional staff

Schedule

Monthly, from 9/15/2017 to 5/30/2018

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 | Provide professional development that will help teachers differentiate instruction based on the trajectory of the standard. | | | | \$9,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1441 - Shenandoah Elementary | General Fund | | \$9,600.00 |
| | | | <i>Notes: Common planning days for coaches to facilitate unit planning, interventions, and standards based centers.</i> | | | |
| 2 | G1.B1.S1.A2 | Provide coaching during lesson planning to ensure differentiated instruction and inclusive strategies are embedded in plans. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Conduct classroom coaching observations and informal observations to identify strategies that are being used effectively to differentiate instruction. | | | | \$0.00 |
| 4 | G2.B1.S1.A1 | The District Professional Learning Communities will provide professional development that will help teachers select effective close reading strategies so students can uncover layers of meaning in a complex text that lead to deep comprehension of the text. | | | | \$5,832.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1441 - Shenandoah Elementary | Other | | \$5,832.00 |
| | | | <i>Notes: District Coach led professional development and planning</i> | | | |
| 5 | G2.B1.S1.A2 | Provide coaching during lesson planning to ensure close reading strategies are embedded in plans. | | | | \$0.00 |
| 6 | G2.B1.S1.A3 | Conduct classroom coaching observations and informal observations to identify close reading strategies that are being used effectively for optimal comprehension of complex text. | | | | \$0.00 |
| | | | | | Total: | \$15,432.00 |