

Shenandoah Elementary School



2017-18 Schoolwide Improvement Plan

Shenandoah Elementary School

1023 SW 21ST AVE, Miami, FL 33135

<http://ses.dadeschools.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	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 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 School

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.

Build a community of literate readers. Develop lifelong effective writers. Produce real world problem solvers. Encourage learners in scientific inquiry. Expand students' knowledge base of history, culture, geography and government. Incorporate the fine arts to promote cultural appreciation. Utilize technology to facilitate knowledge acquisition. Implement authentic assessments to establish comprehensive and continuous evaluation of students' performance and appropriate instructional strategies.

b. Provide the school's vision statement.

Shenandoah Elementary School strives to build committed relationships in which all stakeholders collaborate to provide students with the opportunity to achieve academic success in preparation for their role as responsible, respectful, literate, and productive members of society who will appreciate their past, embrace their present, and enrich their future.

2. School Environment

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

Shenandoah Elementary School provides teachers with continuous professional support. Data drives instruction and provides teachers, parents, and students with information about the ongoing progress monitoring of each student's achievement. Weekly collaborative and common planning sessions with our Instructional Coach and Administration take place to assist teachers in the development of rigorous critical thinking lessons that motivate and educate our students. Monthly data chats are held where teachers meet with coaches and administration, students meet with teachers, coaches and administration, and parents meet with teachers and administration on an as-need basis to discuss student data and implement plans to help each student achieve proficiency.

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

Shenandoah Elementary School follows the Miami-Dade County Public School Code of Student Conduct and the Values Matter Curriculum. Upon entering Shenandoah Elementary, students and parents/guardians feel a sense of welcoming where all students and parents feel at home. All students, teachers, parents/guardians are given a copy of the Code of Student Conduct for their review. The school's counselors provide individual, small group and whole class counseling sessions in order to build positive social relations amongst our students.

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 Elementary School created an Alternate to Suspension Plan that is aligned to the Miami Dade County Code of Student Conduct. It provides students and teachers with the opportunity to be recognized through the Values Matter program where we highlight our students' success and reinforce students continuously for good behavior and citizenship skills. The Do the Right Thing

Program is also implemented monthly along with the character education activities in the classrooms. These programs highlight positive behavior displayed by students all around the school and in all settings.

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 Elementary School, the social-emotional needs of all students are addressed with developmental counseling sessions as needed, which include, but are not limited to, school-wide presentations utilizing community resources. Students are also involved with the school-wide behavior management program which includes a system of positive reinforcement. We also participate in the Do The Right Thing program and the Values Matter Program. Shenandoah Elementary School also partners with community mental health agencies to provide support services to students and families both on site and off. This year our third through fifth grade students will participate in the Life Skills Program which will focus on making right choices as it pertains to substance abuse and reinforces positive decision making skills.

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.

At Shenandoah Elementary School, there are several warning systems in place to ensure that we are meeting the needs of every student. Attendance reports are monitored on a daily basis and an attendance review committee has been created to monitor students' attendance and tardiness to school. Students scoring level 1 in the 2017 FSA English Language Arts and Math are placed in Tier 2 interventions with monthly ongoing progress monitoring. Students not making adequate progress at Tier 1, are then referred to the Problem Solving Team / Student Support Team and provided Tier 3 Intensive Interventions.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	11	20	16	21	16	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	3	8	32	43	62	65	0	0	0	0	0	0	0	213

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	2	11	19	14	69	52	0	0	0	0	0	0	0	167

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

Students with two or more early warning indicators at Shenandoah Elementary School are monitored throughout the school year. Some intervention includes individual and or group counseling from our Student Services team, team conferences with parents, teachers and administration as well as placement in our tutoring and intervention groups. Students who score a level 1 are placed in interventions for both English Language Arts and Mathematics. Our intervention groups are closely monitored for fidelity and are flexible in that changes are made as students' abilities change. Students are referred to the Student Support Team (SST)/Rti to provide students services.

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

Community Involvement is a top priority at Shenandoah Elementary School. We have established several community partnerships which help us enhance our educational experience for our students. We also hold monthly training for our parents through the Parent Academy and other community agencies. We have a Parent Resource Center staffed full time by our Community Involvement Specialist who helps parents fill out forms such as lunch applications and magnet applications just to name a few.

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.

At Shenandoah Elementary School administrators, teachers, and parents/guardians are active participants in the pursuit of attaining community partners. Community leaders and agencies are invited to attend EESAC meetings, PTA meetings, Open-House, and school-wide special events. Shenandoah Elementary School currently partners with McDonald's, The Kiwanis Club of Little Havana, The City of Miami Police Department, Commissioner Francis Suarez, Miami-Dade County School Police Department, the Children's Trust, The Institute for Child and Family Health and the YMCA as well as a variety of community agencies to provide support to our students and increase student achievement.

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
Coto, Michelle	Principal
Ugarte-Torre, Krisdhal	Assistant Principal
Larranaga, Jesus	Assistant Principal
Arce, Tiffany	Teacher, K-12
Flores, Marcela	Teacher, K-12
Pinero, Ana	Teacher, K-12
Dopazo, Leila	Teacher, K-12
Jones, Taranetha	Teacher, K-12
Greene, Carolyn	Teacher, K-12
Saldana, Jareth	Instructional Coach
Valenzuela, Guillermo	Teacher, ESE

b. Duties

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

Ms. Michelle Coto, Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the Rtl process, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Mr. Jesus Laranaga and Mrs. Krisdhal Ugarte-Torre, Assistant Principals coordinate and facilitate the SST process and SST Intervention Plan. They provide support to the principal to ensure that the instructional personnel successfully implements all Rtl goals as it relates to student achievement, interventions, professional development, and all other school based decisions.

Mrs. Jarath Saldana, Mrs. Taranetha Jones and Mrs. Carolyn Greene, Reading/Math/Science Coach/ Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They also identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Mrs. Tiffany Arce, Marcela Flores, Ana Pinero and Leila Dopazo, General Education teachers for primary and intermediate grades provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Mr. Guillermo Valenzuela, Exceptional Student Education teacher participates in data collection and identification of specific strategies targeting areas in need of improvement, integrating core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers to meet the academic needs of the students.

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.

The role of the Rtl Leadership Team at Shenandoah Elementary is to analyze data to provide feedback for the needs assessment and to develop objectives and strategies to be implemented to achieve the school improvement goals. The Rtl team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan (SIP). The Student Support Team (SST) helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitated the development of a systematic approach to teaching.

SST/Rtl leadership is vital, therefore, in building our team we have considered the following:

- administrator(s) who will ensure commitment and allocate resources;
- teacher(s) and Instructional Coaches who share the common goal of improving instruction for all students; and
- team members who will work to build staff support, internal capacity and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School Guidance Counselors
- Special Education Personnel
- School Psychologist
- School Social Worker
- EESAC Chair
- Community Stakeholder

3. SST/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. SST/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral support to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Services for students at Shenandoah Elementary School are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Curriculum Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of

student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anthony Davis	Teacher
Michelle L. Coto	Principal
Mery Jean Aguilera	Teacher
Jeannine Arenas	Teacher
Luis Boyero	Teacher
Maida Fiol-Acosta	Teacher
Taranetha Jones	Teacher
Yvette Kramer	Teacher
Lillian Rangel	Teacher
Neita Thompson	Education Support Employee
Dina Rodriguez	Parent
Henry Gonzalez	Business/Community
Kate Valdes	Student
Andrea Medal	Student
Adrian Hernandez	Student
Loretta Roby	Parent
Anthony Rodriguez	Parent
Josefina Romero	Business/Community

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

The School Advisory Council meet on a monthly basis with teachers, parents/guardians, students, and community liaisons and made decisions that affected instruction and delivery of programs at Shenandoah Elementary. The SAC reviewed and evaluated the strategies listed on the School Improvement Plan. The SAC also made decisions on how funds were allocated at the school site.

b. Development of this school improvement plan

The SAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the SAC Committee carefully reviews the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the SAC Committee and implemented school wide.

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

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impacts student achievement.

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

SAC funds were spent on having a school-wide field day for all students. A total of \$1,276.57 was spent on purchasing trophies and certificates for all students.

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
Coto, Michelle	Principal
Ugarte-Torre, Krisdhal	Assistant Principal
Larranaga, Jesus	Assistant Principal
Flores, Marcela	Teacher, K-12
Greene, Carolyn	Teacher, K-12
Valenzuela, Guillermo	Teacher, ESE
Pinkerton, Thomas	Teacher, K-12
Saldana, Jareth	Instructional Coach

b. Duties

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

The Shenandoah Elementary Literacy Leadership Team (LLT) has a focus of correlating the existing Instructional Focus Calendar to the Florida Standards. This will allow us to develop a strong school wide Reading Program focused on the expansion of our students' vocabulary. The LLT will closely monitor intervention groups to assure fidelity in it's implementation. These groups will be adjust as the data becomes available and shows that change is needed. The curriculum will also be adjusted as needed in order to target all students successfully.

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.

At Shenandoah Elementary School, teachers, instructional leaders, and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional professionals meet on a weekly basis to collaborate on lesson plans, effective teaching strategies, and rigorous instruction. Instructional leaders support teachers and instructional coaches. Modeling and conducting coaching cycles and weekly classroom walk-throughs are all a part of the cohesive and collaborative feeling at Shenandoah Elementary School.

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

The administration at Shenandoah Elementary School communicates with local universities to increase the number of internships at Shenandoah Elementary School consequently increasing the number of Highly Qualified candidates for employment at Shenandoah Elementary School.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings.

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 Elementary School's instructional program and materials are aligned to the Florida Standards (LAFS and MAFS). District pacing guides are used for instructional focus. District adopted instructional books and materials are also being used by the school. All instructional supplemental material purchased is aligned with the Florida Standards. Instructional technology programs and software used at Shenandoah Elementary are also aligned with the Florida Standards.

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 Elementary School provides students' with differentiated instruction in the English Language Arts and Mathematics blocks through the use of data driven instruction to individualize instruction. Classroom, Topic, and state assessment data are analyzed and instruction is differentiated to meet individual student needs. Students meeting grade level standards are provided with enrichment activities to maintain high academic achievement.

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: Before School Program

Minutes added to school year: 2,400

Services are provided through the district for education materials and English Language Learners (ELL) district support services to improve the education of immigrant and ELL students. Title III funds are used to supplement and enhance the programs for ELL and immigrant students by providing funds to implement before school tutorial programs. In addition, all grade levels have common planning time allotted to facilitate collaborative planning and planning across the curriculum.

Strategy Rationale

Assist our ELL population to meet the rigorous standards on state and Topic Assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Coto, Michelle, mlcoto@dadeschools.net

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the Assistant Principals and Instructional Coaches and monthly data chats take place after every Topic Assessments to discuss student progress. Instructional strategies are then aligned to drive instruction.

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.

One of the biggest transitions is that of students into a formal school setting. Title I Administration assists Shenandoah Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that will provide them opportunities to create knowledge through initiatives shared with supportive adults.

At Shenandoah Elementary School, all incoming Kindergarten students are assessed in order to ascertain individual needs and to assist in the development of interventions. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The new FLKRS uses the Star Early Literacy assessment. The Star Literacy Assessment is a computer-adaptive test that consists of 27 questions. The FLKRS test is based upon the performance standards approved for use in the VPK Education Program. All new kindergarten students are assessed for school readiness with this instrument. Additional screening data will be collected through the administration of the Topic Assessments. This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions.

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.

N/A

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

N/A

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

N/A

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 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G096889

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	43.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	40.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	79.0
Math Gains	70.0
Math Lowest 25% Gains	83.0

Targeted Barriers to Achieving the Goal 3

- Lack of Professional Development in analyzing data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach, District Support Staff, District Pacing guides, McGraw Hill Wonders Reading Series, My On Reader, iReady, HM Go Math Series, computer lab, manipulative kits. promethean boards, Discovery Education, GIZMOS, Scott Foresman Science Series with classroom kits, Essential Labs, NGSS Item Specifications, MAFS Item Specifications, LAFS Item Specifications, classroom computers, Think Central, Professional Development

Plan to Monitor Progress Toward G1. 8

Instruction will be adjusted as needed following review of I-Ready and Topic Assessment data reports.

Person Responsible

Michelle Coto

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student Topic Assessments, iReady Score Reports, walkthroughs and formal observations.

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. If core instruction is increased in all content areas then student achievement will improve. 1

 G096889

G1.B1 Lack of Professional Development in analyzing data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students. 2

 B260632

G1.B1.S1 Teachers will use available data and resources effectively to plan for and deliver lessons that follow tiered and targeted instruction during Differentiated Instruction (DI) amongst all grade levels. 4

 S276038

Strategy Rationale

Teachers struggle to plan and align materials and resources for DI that are tiered and targeted to address the instructional needs of the students.

Action Step 1 5

Provide Professional Development (PD) specific to the use of and desegregation of available data and resources to more effectively plan and provide targeted instruction during Differentiated Instruction (DI).

Person Responsible

Michelle Coto

Schedule

On 11/1/2017

Evidence of Completion

Agendas and Sign-In Sheets

Action Step 2 5

The Administrative Team and Instructional Leaders will collaborate during common planning the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.

Person Responsible

Michelle Coto

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Walkthrough and Formal Observations

Action Step 3 5

Teachers will share effective instructional strategies monthly during grade level planning as it pertains to the use of data.

Person Responsible

Michelle Coto

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Grade Level Meeting sign in sheets and agendas

Action Step 4 5

The Administrative Team will oversee the implementation of data driven instruction.

Person Responsible

Michelle Coto

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Walkthrough and Formal Observations

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

Monitor the implementation of purposeful and meaningful DI.

Person Responsible

Michelle Coto

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walkthroughs and formal Observations, student data reports and data chats discussions.

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

The Administrative Team will monitor student progress in relation to Differentiated Instruction (DI) groups.

Person Responsible

Michelle Coto








Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Walkthroughs and formal observations, student data reports and data chats discussion.

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					
G1.B1.S1.A1  A371335	Provide Professional Development (PD) specific to the use of and desegregation of available data...	Coto, Michelle	10/25/2017	Agendas and Sign-In Sheets	11/1/2017 one-time
G1.MA1  M399643	Instruction will be adjusted as needed following review of I-Ready and Topic Assessment data...	Coto, Michelle	8/21/2017	Student Topic Assessments, iReady Score Reports, walkthroughs and formal observations.	6/7/2018 monthly
G1.B1.S1.MA1  M399641	The Administrative Team will monitor student progress in relation to Differentiated Instruction...	Coto, Michelle	9/25/2017	Walkthroughs and formal observations, student data reports and data chats discussion.	6/7/2018 weekly
G1.B1.S1.MA1  M399642	Monitor the implementation of purposeful and meaningful DI.	Coto, Michelle	8/21/2017	Walkthroughs and formal Observations, student data reports and data chats discussions.	6/7/2018 weekly
G1.B1.S1.A2  A371336	The Administrative Team and Instructional Leaders will collaborate during common planning the...	Coto, Michelle	8/28/2017	Lesson Plans, Walkthrough and Formal Observations	6/7/2018 weekly
G1.B1.S1.A3  A371337	Teachers will share effective instructional strategies monthly during grade level planning as it...	Coto, Michelle	8/28/2017	Grade Level Meeting sign in sheets and agendas	6/7/2018 monthly
G1.B1.S1.A4  A371338	The Administrative Team will oversee the implementation of data driven instruction.	Coto, Michelle	8/28/2017	Lesson Plans, Walkthrough and Formal Observations	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Lack of Professional Development in analyzing data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students.

G1.B1.S1 Teachers will use available data and resources effectively to plan for and deliver lessons that follow tiered and targeted instruction during Differentiated Instruction (DI) amongst all grade levels.

PD Opportunity 1

Provide Professional Development (PD) specific to the use of and desegregation of available data and resources to more effectively plan and provide targeted instruction during Differentiated Instruction (DI).

Facilitator

Krisdhal Ugarte-Torre, Assistant Principal Jareth Saldana, Reading Coach Other teachers on Leadership Team

Participants

All teachers in K-5

Schedule

On 11/1/2017

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	Provide Professional Development (PD) specific to the use of and desegregation of available data and resources to more effectively plan and provide targeted instruction during Differentiated Instruction (DI).	\$0.00
2	G1.B1.S1.A2	The Administrative Team and Instructional Leaders will collaborate during common planning the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.	\$0.00
3	G1.B1.S1.A3	Teachers will share effective instructional strategies monthly during grade level planning as it pertains to the use of data.	\$0.00
4	G1.B1.S1.A4	The Administrative Team will oversee the implementation of data driven instruction.	\$0.00
Total:			\$0.00