



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Shenandoah Elementary School**

1023 SW 21ST AVE

Miami, FL 33135

305-643-4433

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>20</b>
<b>Goals Summary</b>	<b>24</b>
<b>Goals Detail</b>	<b>24</b>
<b>Action Plan for Improvement</b>	<b>25</b>
<b>Part III: Coordination and Integration</b>	<b>30</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>31</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>32</b>

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Shenandoah Elementary School

##### Principal

Gloria I. Garcia

##### School Advisory Council chair

Anthony Davis

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gloria I. Garcia	Principal
Michelle Coto-Viltre	Assistant Principal
Omar Riaz	Assistant Principal
Tania Gonzalez-Gomez	Reading Coach
Jareth Saldana	Math/Science Coach
Silvia Diaz	Guidance Counselor
Raquel Semet	School Psychologist
Susie Utrera	Gifted Chair
Carolina Quesada	Kindergarten Chair
Maria Lara-Rodriguez	First Grade Chair
Ana Pinero	Second Grade Chair
Leila Dopazo	Third Grade Chair
Taranetha Jones	Fourth Grade Chair
Carolyn Greene	Fifth Grade Chair
Thomas Pinkerton	ELL Chair
Guillermo Valenzuela	SPED Chair
Audrie Gonzalez-Amador	Special Areas Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Membership of the SAC**

The EESAC Committee is comprised of 1 School Principal, 1 SAC Chairperson, 1 United Teachers of Dade Steward, 5 teachers and 1 alternate, 5 parents and 2 community liaisons.

### **Involvement of the SAC in the development of the SIP**

The EESAC 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 EESAC Committee carefully reviews the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the EESAC Committee and implemented school wide.

### **Activities of the SAC for the upcoming school year**

The EESAC committee will focus on supplying instructional materials that effectively gave teachers the opportunity to improve lessons in the classroom and develop different teaching strategies to have their students reach their academic goals.

The EESAC has purchased various software and audio-visual equipment, providing our students with the necessary tools to increase their reading levels, in the areas of fluency and comprehension.

### **Projected use of school improvement funds, including the amount allocated to each project**

EESAC Funds will be used to purchase supplies for technology infused classrooms.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

3

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Gloria I. Garcia</b>		
Principal	Years as Administrator: 9	Years at Current School: 4

**Credentials**

-Bachelor’s Degree in Elementary Education;  
 -Master’s Degree in Reading;  
 Certifications:  
 ESOL  
 Educational Leadership  
 Elementary Education  
 -School Principal

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 46%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains 65%  
 Math Lrg. Gains 59%  
 Rdg. Imp. of Lowest 25% 63 points  
 Math Imp. of Lowest 25% 63 points  
 2012 – School Grade C  
 Rdg. Proficiency, 44%  
 Math Proficiency, 45 %  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% -77 points  
 Math Imp. of Lowest 25% - 66 points  
 11 10 09  
 School Grades C A A  
 AMO  
 High Standards – Rdg 54% 68% 95%  
 High Standards – Math 60% 68% 95%  
 Lrng Gains-Rdg 59% 66% 78%  
 Lrng Gains-Math 57% 63% 71%  
 Gains-R-25 56% 59% 82%  
 Gains-M-25 59% 78% 73%



**Omar Riaz**

Asst Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

-Bachelor's Degree in Elementary Education  
 -Master's Degree in  
 -Doctoral Degree in  
 Certifications:  
 ESOL  
 Gifted  
 Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 46%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains 65%  
 Math Lrg. Gains 59%  
 Rdg. Imp. of Lowest 25% 63 points  
 Math Imp. of Lowest 25% 63 points  
 2012 – School Grade C  
 Rdg. Proficiency, %  
 Math Proficiency, %  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% -  
 77 points  
 Math Imp. of Lowest 25% -  
 66 points  
 11 10 09  
 School Grades A A A  
 AMO  
 High Standards – Rdg 61% 90% 86%  
 High Standards – Math 67% 89% 80%  
 Lrng Gains-Rdg 65% 78% 43%  
 Lrng Gains-Math 56% 51% 73%  
 Gains-R-25 69% 55% 80%  
 Gains-M-25 75% 55% 76%

**Michelle Coto-Viltre**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

-Bachelor’s Degree in Emotionally Handicapped Education (K-12);  
 -Master’s Degree in Varying Exceptionalities;  
 -Specialist Degree in Educational Leadership;  
 -National Boards for Professional Teaching Standards (NBPTS) -  
 Mild to Moderate Disabilities  
 Certifications:  
 ESOL  
 Emotionally Handicapped (k-12)  
 Educational Leadership

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 46%  
 Math Proficiency, 47%  
 Rdg. Lrg. Gains 65%  
 Math Lrg. Gains 59%  
 Rdg. Imp. of Lowest 25% 63 points  
 Math Imp. of Lowest 25% 63 points  
 2012 – School Grade C  
 Rdg. Proficiency, %  
 Math Proficiency, %  
 Rdg. Lrg. Gains, 70 points  
 Math Lrg. Gains, 63 points  
 Rdg. Imp. of Lowest 25% -  
 77 points  
 Math Imp. of Lowest 25%  
 66 points  
 11 10 09  
 School Grades C A A  
 AMO  
 High Standards – Rdg 54% 68% 95%  
 High Standards – Math 60% 68% 95%  
 Lrng Gains-Rdg 59% 66% 78%  
 Lrng Gains-Math 57% 63% 71%  
 Gains-R-25 56% 59% 82%  
 Gains-M-25 59% 78% 73%

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Tania Gonzalez-Gomez</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	-Bachelor's in Elementary Education Certifications: Elementary Ed (K-6) ESOL Exceptional Student Education (K-12) Reading K-12	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 46% Math Proficiency, 47% Rdg. Lrg. Gains 65% Math Lrg. Gains 59% Rdg. Imp. of Lowest 25% 63 points Math Imp. of Lowest 25% 63 points 2012 – School Grade C Rdg. Proficiency, % Math Proficiency, % Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% 66 points 11 10 09 School Grades C A N/A AMO High Standards – Rdg 54% 68% High Standards – Math 50% 68% Lrng Gains-Rdg 59% 66% Lrng Gains-Math 57% 63% Gains-R-25 56% 59% Gains-M-25 59% 78%	

<b>Jareth Saldana</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 8
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	-Bachelor's in Elementary Education Certifications: Elementary Ed (K-6) ESOL	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 46% Math Proficiency, 47% Rdg. Lrg. Gains 65% Math Lrg. Gains 59% Rdg. Imp. of Lowest 25% 63 points Math Imp. of Lowest 25% 63 points 2012 – School Grade C Rdg. Proficiency, % Math Proficiency, % Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 77 points Math Imp. of Lowest 25% 66 points 11 10 09 School Grades C A N/A AMO High Standards – Rdg 54% 68% High Standards – Math 50% 68% Lrng Gains-Rdg 59% 66% Lrng Gains-Math 57% 63% Gains-R-25 56% 59% Gains-M-25 59% 78%	

**Classroom Teachers**

<b># of classroom teachers</b>	73
<b># receiving effective rating or higher</b>	72, 99%
<b># Highly Qualified Teachers</b>	64%
<b># certified in-field</b>	73, 100%
<b># ESOL endorsed</b>	60, 82%

**# reading endorsed**

4, 5%

**# with advanced degrees**

24, 33%

**# National Board Certified**

2, 3%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

14, 19%

**# with 6-14 years of experience**

39, 53%

**# with 15 or more years of experience**

19, 26%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The role of the MTSS/RtI 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 MTSS/RtI team will meet with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The MTSS team helps set clear expectations for instruction and implementation of Florida's Continuous Improvement Model and facilitated the development of a systematic approach to teaching.

MTSS/RtI 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 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. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-

based MTSS/Rtl plans and activities.

The Assistant Principal coordinates and facilitates the SST process and SST Intervention Plan. Provides support to the principal to ensure that the instructional personnel successfully implements all MTSS/Rtl goals as it relates to student achievement, interventions, professional development, and all other school based decisions.

The Reading Coach(s) and Math/Science coach develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.

Select 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.

Student services personnel provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. School Social Worker: Our school social worker provides interventions as well as links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The school psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Exceptional Student Education Teachers: Participate 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.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The principal, as the instructional leader of the school, coupled with the Leadership team will monitor the fidelity of the school's MTSS and SIP by meeting monthly to focus on developing and maintaining an ongoing system that will maximize student achievement. The team will meet once a month to engage in the following activities: review District and feeder pattern data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Students who are not meeting benchmarks will be identified and the MTSS will be implemented. Based on this information, the team will identify professional development and resources to be implemented as part of the intervention. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Students in need of MTSS/Rtl implementation at Shenandoah Elementary will be identified through the following data management system:

- For students in grades 3-5, the spring 2013 FCAT data will be used.

- For students in grades 1-2, the spring 2013 Stanford Achievement Test will be used. In addition to the aforementioned assessments, data collected and analyzed from the following assessments will also be used to determine lack of student progress and the need for MTSS/RtI implementation.
- Baseline data: Progress Monitoring and Reporting Network (PMRN), Baseline Benchmark Assessments (BBA), Florida Assessments for Instruction in Reading (FAIR)
- Progress Monitoring: PMRN, Interim Assessments (IA), FCAT Simulation, District Benchmark Exams, EduSoft Reports, CELLA
- Midyear: FAIR
- End of year: FAIR, 2013 FCAT 2.0 Scores, and Benchmark Post-Test Scores
- Oral Reading Fluency Measures
- Success Maker Utilization and Progress Reports
- State/Local Math and Science assessments
- School site specific assessments

Behavior will be monitored and managed in the following manner:

- Student Case Management System
- Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Attendance Records
- School Climate Surveys
- Referrals to Special Education programs
- Office referrals per day/per month

Attendance will be monitored and managed via the following manner:

- Attendance Bulletin
- Tardy Logs
- Early release log
- Teacher Referrals

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Shenandoah Elementary School's plan to support MTSS/RtI includes:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
4. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
5. Ongoing data-driven professional development activities that align to core student goals and staff needs
6. Communicating outcomes with stakeholders and celebrating success frequently.
7. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Staff members of Shenandoah Elementary School have been strongly encouraged to enroll in the MTSS/RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services ([www.florida-rti.org](http://www.florida-rti.org)) Follow up PLCs will be offered to all staff members during the 2013-2014 school year focusing on the implementation of the MTSS/RtI model. Further professional development will take place during teachers' common planning time beginning in the month of September and small sessions will occur throughout the year. The MTSS/RtI Team will evaluate staff professional development needs during MTSS/RtI Team meetings.



## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,200

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

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

### How is data collected and analyzed to determine the effectiveness of this 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 instructional coaches and assistant principals monthly and data chats take place after every District Assessment and FAIR testing window to discuss student progress. Instructional strategies are then aligned to drive instruction.

### Who is responsible for monitoring implementation of this strategy?

Administration, Coaches, and Classroom Teachers as well as support personnel are responsible for the monitoring and implementation of this strategy.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Gloria I Garcia	Principal
Michelle Coto-Viltre	Assistant Principal
Omar Riaz	Assistant Principal
Tania Gonzalez-Gomez	Reading Coach
Jareth Saldana	Math/Science Coach
Audrie Gonzalez-Amador	Special Areas Chair
Anthony Davis	EESAC Chair

Name	Title
Guillermo Valenzuela	SPED Chair
Susie Utrera	Gifted Chair
Raquel Semet	School Psychologist
Silvia Diaz	Guidance Counselor

### How the school-based LLT functions

The Literacy Leadership Team at Shenandoah Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions. The LLT will also maintain a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout all grade levels. The LLT team will meet quarterly with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team will help set clear expectations for instruction and implementation of the District's K-12 Reading Plan, including the development of a systematic approach to teaching reading within and across grade levels.

### Major initiatives of the LLT

The major initiatives this year for Shenandoah Elementary's LLT will include correlating the existing Instructional Focus Calendar to the Core Curriculum and Next Generation Sunshine State Standards and to develop a strong school wide vocabulary program. The LLT will continue to monitor intervention groups and adjust curriculum as needed in order to target all AYP Subgroups successfully.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

All teachers at Shenandoah Elementary will implement strategies for Reading instruction which include but are not limited to departmentalization, reciprocal teaching, use of graphic organizers, guided groups, differentiated instruction and the use of Smart boards (when available). Therefore every teacher will be responsible for students' understanding of the text by carefully reading it, drawing conclusions and formulating responses to comprehension questions which address the question entirely and infuse Higher Order Thinking Skills (HOTS). The Literacy Leadership Team will be responsible for monitoring the implementation of Reading strategies.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. In addition, the Indicadores Dinámicos del Exito en la Lectura (IDEL) Letter Naming Fluency is administered to Spanish-speaking students, who may be identified as English Language Learners after having answered "yes" to at least two of the three Home Language Survey questions. IDEL measures beginning reading skills in Spanish to English Language Learners. All new kindergarten students are assessed for school readiness with these instruments. Additional screening data will be collected through the administration of the Florida Assessments for Instruction in Reading (FAIR) and its three specific measures: Broad Screen, Broad Diagnostic Inventory, and Targeted Diagnostic Inventory. 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.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

N/A

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

N/A

**Strategies for improving student readiness for the public postsecondary level**

N/A

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	46%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic	54%	47%	No	59%
White				
English language learners	41%	30%	No	47%
Students with disabilities	25%		No	33%
Economically disadvantaged	54%	46%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	25%	29%
Students scoring at or above Achievement Level 4	99	19%	21%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	99	19%	21%
Students scoring at or above Level 7	103	20%	22%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	67%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	254	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	117	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	96	18%	26%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	86	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	47%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic	55%	47%	No	60%
White				
English language learners	47%	36%	No	52%
Students with disabilities	25%	11%	No	33%
Economically disadvantaged	54%	46%	No	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	29%	29%
Students scoring at or above Achievement Level 4	103	20%	22%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	[data excluded for privacy reasons]		63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		67%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	14%	19%
Students scoring at or above Achievement Level 4	20	12%	14%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	100	50%	60%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	159	15%	14%
Students who are not proficient in reading by third grade	2	0%	0%
Students who receive two or more behavior referrals	28	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	103	58%	52%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal for the 2013-2014 school year is to increase the attendance of families with students in the lowest 25% at Parent Workshops by 30 percentage points. Parents with children in the lowest 25th percentile are often intimidated and/or reluctant to attend school activities and trainings due to prior negative experiences.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the attendance of families with students in the lowest 25th percentile at Parent Workshops by 30 percentage points.	150	30%	40%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Teachers will utilize effective teaching practices to increase student engagement and active participation.

## Goals Detail

**G1.** Teachers will utilize effective teaching practices to increase student engagement and active participation.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal

- Instructional Coach, ETO Support Staff, Pacing guides, Common Core State Standards, Professional Development

### Targeted Barriers to Achieving the Goal

- There is a need for quality instruction that is aligned to the curriculum.
- Teachers lack the knowledge of utilizing cooperative learning strategies in lesson planning and implementation.
- Teachers lack an understanding of utilizing differentiated instruction within their classroom practices.

### Plan to Monitor Progress Toward the Goal

Following the FCIM, Instruction will be adjusted as needed following review of FAIR and Interim Assessment data reports.

### Person or Persons Responsible

Literacy Leadership Team Administrative Team ETO CSS Reading Coach Math Coach Science Coach

### Target Dates or Schedule:

Quarterly for 2013-2014 school year

### Evidence of Completion:

Formative: Bi-weekly Assessments. District Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will utilize effective teaching practices to increase student engagement and active participation.

**G1.B1** There is a need for quality instruction that is aligned to the curriculum.

**G1.B1.S1** Take part in regular embedded professional development that will be provided (i.e., unwrapping the CCSS benchmarks, Gradual Release model, Differentiated Instruction).

#### Action Step 1

Deliver PD to staff in unwrapping the benchmarks and Gradual Release.

#### Person or Persons Responsible

ETO Support Staff, Instructional Coaches

#### Target Dates or Schedule

08/20/2013

#### Evidence of Completion

Agenda, Sign-in Sheets

#### Facilitator:

ETO Support Staff, Instructional Coaches

#### Participants:

Teachers

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

Participants' attendance will be monitored using the staff sign-in sheets.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

Agenda, Sign-in sheets

## Plan to Monitor Effectiveness of G1.B1.S1

Teachers will align instruction with the CCSS and will utilize the Gradual Release model.

### Person or Persons Responsible

Administration, ETO Support Staff, Instructional Coaches

### Target Dates or Schedule

On-going

### Evidence of Completion

Evidence of completion includes lesson plans, classroom walk-throughs and, coaching logs.

**G1.B2** Teachers lack the knowledge of utilizing cooperative learning strategies in lesson planning and implementation.

**G1.B2.S1** Plan for and deliver lessons that follow an instructional routine created via common planning amongst grade levels.

### Action Step 1

Implement and monitor instructional routines that include setting the purpose for instruction, following the model of explicit instruction demonstrating gradual release, incorporating small group instruction using cooperative learning structures and incorporating closure of the lesson

### Person or Persons Responsible

Principal, Assistant Principal, Instructional Supervisor

### Target Dates or Schedule

Ongoing for the 2013-2014 school year

### Evidence of Completion

Walk through documentation, Administrative feedback and reflection on coaching logs, ETO feedback and reflection on support of document

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

The LLT along with the MTSS/RtI team will review student's monthly assessment reports to monitor progress and adjust instruction as needed, via the use of the FCIM.

#### **Person or Persons Responsible**

Administrative Team, Literacy Leadership Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments: District Interim Assessments, FAIR, Benchmark Assessments Summative Assessments: Results of the 2014 FCAT 2.0

### **Plan to Monitor Effectiveness of G1.B2.S1**

The LLT along with the MTSS/RtI team will review student's monthly assessment reports to monitor progress and adjust instruction as needed, via the use of the FCIM.

#### **Person or Persons Responsible**

Literacy Leadership Team, Administrative Team

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Formative Assessments: District Interim Assessments, FAIR, Benchmark Assessments Summative Assessments: Results of the 2014 FCAT 2.0

**G1.B3** Teachers lack an understanding of utilizing differentiated instruction within their classroom practices.

**G1.B3.S1** Implement and monitor the effective use of data driven instruction.

**Action Step 1**

During data chat / common planning sessions, teachers will utilize district assessment data to formulate DI groups and plan for instruction in areas of individual student deficiencies.

**Person or Persons Responsible**

Instructional Services ETO CSS

**Target Dates or Schedule**

6/5/14

**Evidence of Completion**

Formative: District Baseline and Interim Assessments Bi-weekly Assessments, walk through documentation, administrative feedback and reflection on coaching logs, ETO feedback and reflection on support document, Summative: 2013 FCAT 2.0 Assessments

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Review data from classroom walkthroughs, student work samples, and bi-weekly assessments to monitor and ensure student progress by using the Florida Continuous Improvement Model.

**Person or Persons Responsible**

Literacy Leadership Team Administration Reading Coach Math Coach Science Coach ETO CSS

**Target Dates or Schedule**

Quarterly for the 2013-2014 School year

**Evidence of Completion**

Formative: bi-weekly or monthly assessments, Computer Assisted Program (CAP) reports generated from Wonder Works, Successmaker, and Reading Plus, and Think Gate. Summative: 2014 FCAT 2.0 Assessment

## **Plan to Monitor Effectiveness of G1.B3.S1**

Review data from classroom walkthroughs, student work samples, and bi-weekly assessments to monitor and ensure student progress by using the Florida Continuous Improvement Model.

### **Person or Persons Responsible**

Literacy Leadership Team Administration Reading Coach Math Coach Science Coach ETO CSS

### **Target Dates or Schedule**

Quarterly for the 2013-2014 School year

### **Evidence of Completion**

Formative: bi-weekly or monthly assessments, Computer Assisted Program (CAP) reports generated from Wonder Works, Successmaker, and Reading Plus, and Think Gate. Summative: 2014 FCAT 2.0 Assessment

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 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. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Teachers will utilize effective teaching practices to increase student engagement and active participation.

**G1.B1** There is a need for quality instruction that is aligned to the curriculum.

**G1.B1.S1** Take part in regular embedded professional development that will be provided (i.e., unwrapping the CCSS benchmarks, Gradual Release model, Differentiated Instruction).

### PD Opportunity 1

Deliver PD to staff in unwrapping the benchmarks and Gradual Release.

#### Facilitator

ETO Support Staff, Instructional Coaches

#### Participants

Teachers

#### Target Dates or Schedule

08/20/2013

#### Evidence of Completion

Agenda, Sign-in Sheets

## Appendix 2: Budget to Support School Improvement Goals