

Orange County Public Schools

Shenandoah Elementary



2021-22 Schoolwide Improvement Plan

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Shenandoah Elementary

4827 S CONWAY RD, Orlando, FL 32812

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

Demographics

Principal: Des IR Ee Hitchmon Houghton

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: A (63%) 2016-17: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Shenandoah Elementary

4827 S CONWAY RD, Orlando, FL 32812

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 2em;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.5em;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.5em;">68%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	A

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Houghton, Desiree	Principal	<p>The Principal, Desiree Houghton, leads the staff and stakeholders as the instructional leader by ensuring the implementation standards based instruction, implementing school wide and district initiatives, facilitating teacher and student growth, monitoring the effectiveness of instruction, interventions, and data based decision making in regards to instruction, assessment, safety, organization, and professional development. In addition, they serve as communication liaisons to maintain two- way communication across various stakeholders through the School Advisory Council, Parent Teacher Organization, Professional Learning Communities, Faculty Advisory Council and student/parent conferences. The Principal collaborates with teacher leaders to implement the Positive Behavior Support committee to ensure shared decision making is in place for analyzing discipline trends to guide implementation of instructional strategies for behavior and develop systems for decreasing behavior infractions.</p>
Josephs Richardson, Alicia	Assistant Principal	<p>The Assistant Principal (Alicia Josephs Richardson) helps to lead the staff and stakeholders as an instructional leader through implementing standards based instruction, implementing school wide and district initiatives, facilitating teacher and student growth, monitoring the effectiveness of instruction, interventions, and data based decision making in regards to instruction, assessment, safety, organization, and professional development. In addition, they serve as communication liaisons to maintain two- way communication across various stakeholders through the School Advisory Council, Parent Teacher Organization, Professional Learning Communities, and student/parent conferences. The school administration collaborates with teacher leaders to implement the Positive Behavior Support committee to ensure shared decision making is in place for analyzing discipline trends to guide implementation of instructional strategies for behavior and develop systems for decreasing behavior infractions.</p>
Hooper, Dian	Instructional Coach	<p>The reading coach (Dian Hooper), provides leadership with facilitation and guidance for teacher led data analysis and planning effective instruction during Professional Learning Community meetings, modeling lessons, providing feedback for teacher growth, and creating instructional and behavioral plans with staff to ensure children have a rigorous and safe learning environment.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>All members of the leadership team collaborate daily to analyze data and identify trends in classrooms. Professional Learning Communities (PLC) are held one time a week to assist teachers with strategic planning, integrating Marzano strategies, and developing/implementing formative assessments based on the state standards. The team identifies areas of success and concern and then develops and implements action plans based on the formative assessment data. The leadership team facilitates to build teacher leadership and capacity through guiding teachers with collaborative planning, data analysis, and professional growth.</p>
<p>Corum, Michele</p>	<p>Curriculum Resource Teacher</p>	<p>The curriculum resource teacher (Michele Corum), provides leadership with facilitation and guidance for teacher led data analysis and planning effective instruction during Professional Learning Community meetings, modeling lessons, providing feedback for teacher growth, and creating instructional and behavioral plans with staff to ensure children have a rigorous and safe learning environment.</p> <p>All members of the leadership team collaborate daily to analyze data and identify trends in classrooms. Professional Learning Communities (PLC) are held one time a week to assist teachers with strategic planning, integrating Marzano strategies, and developing/implementing formative assessments based on the state standards. The team identifies areas of success and concern and then develops and implements action plans based on the formative assessment data. The leadership team facilitates to build teacher leadership and capacity through guiding teachers with collaborative planning, data analysis, and professional growth</p>
<p>Asbury, Alison</p>	<p>Staffing Specialist</p>	<p>The Staffing Specialist (Alison Asbury) collaborates with instructional staff, paraprofessionals, the Guidance Counselor/MTSS coach, families, outside services, and the School Psychologist (Lindsey Smith) for shared decision making through the MTSS framework and ESE meetings to ensure that the instructional environment and expectations are met for all of our Exceptional Education and students served through MTSS interventions. In addition, the staffing specialist collaborates to ensure that data is used to monitor student growth and drive instructional decision making. The staffing specialist serves as the liaison and communicator with families and staff to ensure each child is receiving the services he/she needs in the appropriate setting.</p>

Name	Position Title	Job Duties and Responsibilities
Cintron, Ivelisse	Behavior Specialist	<p>The Behavior Specialist (Ivelisse Cintron), provides leadership with facilitation and guidance for teacher led data analysis and planning effective instruction during Professional Learning Community meetings, modeling lessons, providing feedback for teacher growth, and creating instructional and behavioral plans with staff to ensure children have a rigorous and safe learning environment.</p> <p>All members of the leadership team collaborate daily to analyze data and identify trends in classrooms. Professional Learning Communities (PLC) are held one time a week to assist teachers with strategic planning, integrating Marzano strategies, and developing/implementing formative assessments based on the state standards. The team identifies areas of success and concern and then develops and implements action plans based on the formative assessment data. The leadership team facilitates to build teacher leadership and capacity through guiding teachers with collaborative planning, data analysis, and professional growth</p>

School Counselor

Demographic Information

Principal start date

Monday 7/19/2021, Des IR Ee Hitchmon Houghton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

470

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	70	77	99	79	95	0	0	0	0	0	0	0	429
Attendance below 90 percent	3	15	9	21	12	19	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	2	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	2	1	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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	
Number of students enrolled	13	82	86	91	96	106	0	0	0	0	0	0	0	474
Attendance below 90 percent	6	12	14	13	13	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	13	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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	
Number of students enrolled	13	82	86	91	96	106	0	0	0	0	0	0	0	474
Attendance below 90 percent	6	12	14	13	13	9	0	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	5	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	5	13	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	57%	57%	70%	56%	56%
ELA Learning Gains				54%	58%	58%	51%	55%	55%
ELA Lowest 25th Percentile				45%	52%	53%	36%	48%	48%
Math Achievement				67%	63%	63%	80%	63%	62%
Math Learning Gains				57%	61%	62%	72%	57%	59%
Math Lowest 25th Percentile				33%	48%	51%	65%	46%	47%
Science Achievement				55%	56%	53%	66%	55%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	55%	8%	58%	5%
Cohort Comparison						
04	2021					
	2019	65%	57%	8%	58%	7%
Cohort Comparison						
05	2021					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison						
		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	62%	0%	62%	0%
Cohort Comparison						
04	2021					
	2019	59%	63%	-4%	64%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-62%				
05	2021					
	2019	70%	57%	13%	60%	10%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	54%	1%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Shenandoah Elementary School utilizes i-Ready diagnostic data for ELA and Math. Performance Measurement Assessments (PMAs) are used to assess Science progress three times a year as well.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		13 / 19%	17 / 24%	31 / 43%
	Economically Disadvantaged		7 / 18%	5 / 12%	12 / 30%
	Students With Disabilities		2 / 11%	2 / 11%	7 / 41%
	English Language Learners		1 / 7%	1 / 8%	3 / 21%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		11/16%	13/18%	22/31%
	Economically Disadvantaged		4/11%	3/7%	7/18%
	Students With Disabilities		0/0%	0/0%	3/20%
	English Language Learners		1/7%	1/8%	0/0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12 / 14%	22 / 26%	40 / 49%
	Economically Disadvantaged	3 / 7%	9 / 20%	18 / 40%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	1 / 5%	5 / 24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/5%	16/19%	31/38%
	Economically Disadvantaged	1/2%	6/13%	13/30%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	3/14%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15 / 16%	30 / 31%	40 / 42%
	Economically Disadvantaged	4 / 8%	10 / 20%	16 / 31%
	Students With Disabilities	1 / 6%	2 / 11%	4 / 25%
	English Language Learners	1 / 3%	4 / 13%	8 / 27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2%	15/16%	34/35%
	Economically Disadvantaged	0/0%	4/8%	2/13%
	Students With Disabilities	0/0%	1/6%	15/29%
	English Language Learners	0/0%	0/0%	7/23%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20 / 22%	27 / 29%	33 / 36%
	Economically Disadvantaged	7 / 13%	9 / 17%	11 / 21%
	Students With Disabilities	0 / 0%	0 / 0%	1 / 5%
	English Language Learners	0 / 0%	1 / 5%	3 / 14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/6%	19/21%	23/25%
	Economically Disadvantaged	0/0%	6/11%	9/17%
	Students With Disabilities	0/0%	0/0%	1/5%
	English Language Learners	0/0%	2/10%	2/10%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17 / 18%	17 / 17%	29 / 30%
	Economically Disadvantaged	7 / 12%	6 / 10%	11 / 19%
	Students With Disabilities	0 / 0%	0 / 0%	2 / 8%
	English Language Learners	2 / 7%	0 / 0%	2 / 7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/5%	6/17%	32/33%
	Economically Disadvantaged	0/0%	3/5%	10/17%
	Students With Disabilities	0/0%	0/0%	3/12%
	English Language Learners	0/0%	2/7%	2/7%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46/55%	49/58%	51/59%
	Economically Disadvantaged	16/36%	18/39%	20/42%
	Students With Disabilities	1/7%	1/7%	4/27%
	English Language Learners	8/38%	9/43%	10/42%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	45		45	30	18	35				
ELL	44	65		40	39	20	38				
BLK	35			43							
HSP	52	60	64	46	42	14	47				
WHT	76	80		79	80		83				
FRL	43	52	77	42	32	24	34				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	36	44	45	28	20	22				
ELL	43	49	52	59	54	35	50				
BLK	45	45		48	45		53				
HSP	54	54	53	62	53	29	51				
WHT	79	57		77	66	50	62				
FRL	52	52	51	58	49	29	51				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	60	67	57	74	81	86	47				
ELL	49	38	36	78	86	83					
BLK	52	50		62	69						
HSP	65	47	41	75	74	76	57				
WHT	77	55	33	86	71	59	72				
FRL	64	43	32	74	72	71	53				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency levels are higher in ELA over Math, across all grade levels. Students in subgroups continue to underperform and show lower growth increases in math and ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component, based on the 2019 FSA results, showed the lowest performance was learning gains in our bottom 25%. For Math lowest 25th percentile 33% was earned and for ELA lowest 25th percentile 45% was obtained. Although we increased in the overall percentage of students making learning gains in ELA, we decreased in Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

the data component which had the biggest gap when compared to the state average for the 2019 FSA, was 4th grade Math, with 59% of students scoring a Level 3 and above, while the state had 64% of students scoring at a Level 3 or above. This is 5 percentage points below the state average. In contrast, 5th grade Math proficiency was 73% compared to the state average of 60%, which is 13 percentage points more than the state average. For the 2019-2020 school year, I-Ready data has been used to monitor student growth and the middle of the year (MOY) proficiency for ELA is 56% for 3rd, 4th and 5th and Math is 45% for 3rd, 4th and 5th. Specifically MOY data for the fourth graders which will be the 2020-2021 fifth graders showed a (MOY) proficiency for ELA as 46% and math as 34%.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

For the 2018-2019 school year, the data component which showed the most improvement was our lowest 25% for ELA moving from 36% in 2018 to 45% in 2019. In 4th grade for ELA, an increase from 30% in 2018 to 55% in 2019 occurred.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to the improvement in 2019 included that the leadership team was responsible for implementing Tier 3 interventions. These actions were continued for the 2019-2020 school year. I-Ready diagnostic data was reviewed for the 2019-2020 school year and based on the outcomes, select action steps will be kept for the 2020-2021 school year.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented will be the frontloading of standards and the utilization of a co-teach model in the classroom to aid in scaffolding, prioritizing standards and building knowledge and vocabulary.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing professional development will be offered on strategies for accelerating student learning. These strategies will include scaffolding, frontloading/prioritizing standards and building knowledge and vocabulary.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Academic learning is enhanced when students have differentiated opportunities based on teachers' strategic implementation of differentiated instruction and systematic, strategic interventions. By ensuring that our school has a focus on increasing academic achievement of SWD, we will address the following school needs: Targeted specialized instruction for SWD; Professional Development based on targeted instruction; Intervention groups based on tiered MTSS and Push-in targeted instruction from the Varying Exceptionalities teachers.

Measurable Outcome:

An improvement in ESSA percentage from 38% to 41% will occur. Anticipated impact of increased student achievement in SWD will be planned. SWD will need to have an increase of at least three percentage points in each: ELA Achievement from 34% to 37%, and ELA Learning Gains from 36% to 39%. An increase of six percentage points will be needed for SWD in Math Learning Gains to move from 28% to 34%. Improvement of interventions based on MTSS data will occur as well.

Monitoring:

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

Person responsible for monitoring outcome:

Alicia Josephs Richardson (alicia.josephsrichardson@ocps.net)

Evidence-based Strategy:

MTSS interventions are implemented for SWD during their daily intervention block and pull out / push in program from the Varying Exceptionalities teachers using research based interventions and materials.

Rationale for Evidence-based Strategy:

In order to achieve sustainable improvement in ESSA, it will be necessary to implement interventions based on the students disabilities and to differentiate the learning so that SWD are able to achieve academically. Student achievement will increase as a result of teachers' strategic implementation of differentiated instruction and systematic, strategic interventions.

Action Steps to Implement

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

Person Responsible

Dian Hooper (dian.hooper@ocps.net)

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

Person Responsible

Dian Hooper (dian.hooper@ocps.net)

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

Person Responsible

Dian Hooper (dian.hooper@ocps.net)

The leadership team (administration and coaches) will monitor classroom instruction and student achievement through classroom observations to verify the effectiveness of addressing critical content and

provide actionable feedback to continue to progress with implementing differentiated instruction when planning and teaching.

Person Responsible Alicia Josephs Richardson (alicia.josephsrichardson@ocps.net)

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

Person Responsible Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Description: Build and establish a culture for social and emotional learning at our school with adults and students.
 Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the school needs by utilizing the following: character traits for students, health and wellness, interpersonal communication, social /emotional learning lessons in canvas for K - 5 students, and Sanford Harmony program for students.

Measurable Outcome: By addressing social and emotional learning, an improvement in attendance and a reduction in level ones for the FSA in both ELA and Math will occur for fifth graders as well as a positive impact on the Cognia Survey Data focusing on the culture and climate on student achievement. Fifth grade attendance below 90 percent will improve by 10 percentage points.

Monitoring: Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Person responsible for monitoring outcome: Desiree Houghton (desiree.hitchmon-houghton@ocps.net)

Evidence-based Strategy: We will plan and implement professional learning to provide training opportunities for safe practice, and examination of impact data. In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Rationale for Evidence-based Strategy: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Establish a common language to support a culture of social and emotional learning at your school with adults and students.

Person Responsible Kristen Hughes (49597@ocps.net)

Use cycles of professional learning that integrate academics and social and emotional learning

Person Responsible Michele Corum (michele.corum@ocps.net)

Use a process to examine the current school climate and culture

Person Responsible Alicia Josephs Richardson (alicia.josephsrichardson@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Shenandoah Elementary School is ranked 1,045 out of 1,395 schools statewide and 46th out of 126 schools in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools: Violent Incidents, Property Incidents and Drug/Public Order Incidents. Shenandoah has had a total of seven Violent Incidents including Physical attacks and threat/intimidation. School enrollment for the 2019-2020 school year was 582 students which converts to 1.2 percent incident rate. The ranking ranges from Very Low to Very High to include five categories: (Very Low, Low, Moderate, High, and Very High). Shenandoah has a ranking of High for the seven incidents that occurred in 2019-2020. In order to decrease our incident rate of violent incidents, Social Emotional Learning (SEL) strategies will be infused into daily classroom instruction. Ms. Lopez, our school counselor, will research and provide SEL guidance lessons to support the Key core competence areas of self-awareness, self-management, social awareness relationship skills, and responsible decision-making. Ms. Lopez will also review any discipline issues with students who may obtain a discipline referral in order to improve behaviors and help students to develop better problem solving skills.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Investing in people, having a shared vision with role models and respecting all stakeholders are all ways in which we will build a positive culture and environment. Additionally, our Best Practices for Inclusive Education indicates a need to analyze data to identify and facilitate staff professional development on inclusive practices and technical assistance needs related to inclusion for all school personnel. In response, we are embedding professional development focused on "people first language," strategies for de-escalation, inclusive practices, and using character education resources to develop social skills and build relationships.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The school learns about students' cultures in many ways. We have celebrations and PTA sponsored family events during the year to integrate culturally responsive diversity throughout the school year. Ongoing showcasing of cultural diversity through the arts and literature featuring the achievements of prominent individuals in our country help to build relationships at our school with teachers, students, and families. Antonia Lopez, our Guidance Counselor, facilitates SEL trainings for faculty and staff to increase their understanding of how social emotional learning impacts students well being and overall achievement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$4,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	510-Supplies	1441 - Shenandoah Elementary	General Fund	0.0	\$4,600.00
			<i>Notes: Resources and supplies for reading and math</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	140-Substitute Teachers	1441 - Shenandoah Elementary	General Fund		\$10,000.00
					Total:	\$14,600.00