

Miami-Dade County Public Schools

# Shenandoah Middle School



2021-22 Schoolwide Improvement Plan

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# Shenandoah Middle School

1950 SW 19TH ST, Miami, FL 33145

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

## Demographics

**Principal: Michelle Coto L**

Start Date for this Principal: 7/15/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (53%) 2016-17: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade 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](http://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 Middle School

1950 SW 19TH ST, Miami, FL 33145

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>99%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>98%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		C	C	C

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.**

The Shenandoah Middle School stakeholders believe that the students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities and academic excellence. Additionally, our Museums Magnet Program strives to use instructional strategies founded in humanities, to allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st century.

#### **Provide the school's vision statement.**

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our Museums Magnet Program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens and thoughtful participants in their families and global community.

### 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
Alvarez, Beatriz	Teacher, K-12	Ms. Alvarez serves as the Language Arts department chairperson.
Bravo, Katheen	Teacher, K-12	Ms. Bravo serves as the Science department chairperson.
Calzadilla, Bianca	Principal	Ms. Calzadilla serves as the principal of the school.
Flores, Ana	Dean	Dr. Flores serves as the SCSi instructor and PBS coordinator.
Herrera, Teresita	Teacher, K-12	Ms. Herrera serves as the social studies department chairperson.
Torres, Justina	Teacher, K-12	Ms. Torres serves as the SPED department chairperson.
Jimenez, Maria	Magnet Coordinator	Ms. Jimenez serves as the magnet lead teacher and electives department chairperson.
Mclaughlin, Tamieka	Assistant Principal	Ms. McLaughlin oversees the math, electives and social studies departments. She is also the administrator that oversees Title I and the SIP process.
Tellez, Michelle	Teacher, K-12	Ms. Tellez serves as the ELL and EFL department chairperson.
Wexler, Evan	Teacher, K-12	Ms. Wexler serves as the PLST and PD liaison.
De la Osa, Paulo	Assistant Principal	Mr. De la Osa oversees the language arts, science, ESOL and ESE departments.

## Demographic Information

### Principal start date

Wednesday 7/15/2015, Michelle Coto L

**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.*

18

**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.*

41

**Total number of teacher positions allocated to the school**

64



**Total number of students enrolled at the school**

1,242

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

6

**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	0	0	0	0	0	0	413	413	403	0	0	0	0	1229
Attendance below 90 percent	0	0	0	0	0	0	77	122	118	0	0	0	0	317
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	39	27	7	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	37	1	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	61	77	0	0	0	0	206
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	51	74	0	0	0	0	170
Number of students with a substantial reading deficiency	0	0	0	0	0	0	163	177	193	0	0	0	0	533

**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	0	0	0	63	68	72	0	0	0	0	203

**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	1	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	5	3	0	0	0	0	9

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	0	0	0	0	0	0	436	425	472	0	0	0	0	1333
Attendance below 90 percent	0	0	0	0	0	0	128	123	146	0	0	0	0	397
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	29	6	5	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	3	3	6	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	77	92	0	0	0	0	229
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	76	138	0	0	0	0	265

**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	0	0	0	69	73	120	0	0	0	0	262

**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	1	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	5	3	3	0	0	0	0	11

## 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				51%	58%	54%	47%	56%	53%
ELA Learning Gains				53%	58%	54%	55%	56%	54%
ELA Lowest 25th Percentile				46%	52%	47%	53%	52%	47%
Math Achievement				38%	58%	58%	40%	56%	58%
Math Learning Gains				35%	56%	57%	48%	56%	57%
Math Lowest 25th Percentile				35%	54%	51%	44%	55%	51%
Science Achievement				30%	52%	51%	40%	52%	52%
Social Studies Achievement				68%	74%	72%	65%	73%	72%

### 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
06	2021					
	2019	47%	58%	-11%	54%	-7%
Cohort Comparison						
07	2021					
	2019	43%	56%	-13%	52%	-9%
Cohort Comparison		-47%				
08	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	25%	53%	-28%	54%	-29%
Cohort Comparison		-38%				
08	2021					
	2019	13%	40%	-27%	46%	-33%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	68%	21%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	73%	-11%	71%	-9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	63%	9%	61%	11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

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

We will monitor student progress and success by addressing the results of quarterly and topic based district assessments. These assessments and their data will be compiled from iReady, Edgenuity and Performance Matters. Additionally, we will use Power BI to desegregate data and for planning blended meetings.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	49.0	53.2
	Economically Disadvantaged	42	49.0	53.2
	Students With Disabilities	18.4	18.9	20.0
	English Language Learners	11.5	1.9	19.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.8	48.8	49.4
	Economically Disadvantaged	34.8	48.8	49.4
	Students With Disabilities	17.2	20.0	26.7
	English Language Learners	12.0	19.3	16.4

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.7	44.8	41.7
	Economically Disadvantaged	36.5	44.7	41.9
	Students With Disabilities	14.7	20.6	25.0
	English Language Learners	6.7	2.6	5.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.6	35.0	45.0
	Economically Disadvantaged	23.4	34.8	44.8
	Students With Disabilities	16.1	11.5	10.3
	English Language Learners	6.0	12.0	13.4
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		64.0	
	Economically Disadvantaged		64.0	
	Students With Disabilities		39.0	
	English Language Learners		32.0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.8	52.1	50.6
	Economically Disadvantaged	41.8	52.1	50.6
	Students With Disabilities	18.2	25.0	23.3
	English Language Learners	13.8	20.0	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10.9	37.5	40.1
	Economically Disadvantaged	10.9	37.5	40.1
	Students With Disabilities	4.2	22.6	20.7
	English Language Learners	3.4	19.0	21.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		39.0	
	Economically Disadvantaged		39.0	
	Students With Disabilities		19.0	
	English Language Learners		26.0	
	Number/% Proficiency	Fall	Winter	Spring

**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	16	28	25	17	17	21	11	28			
ELL	35	43	35	30	24	29	16	47	47		
BLK	52	47	36	39	15	13	33	65	54		
HSP	44	45	36	34	25	29	31	52	58		
WHT	58	53		29	21		45				
FRL	46	45	36	35	24	28	32	53	57		
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	24	37	28	20	31	37	6	51			
ELL	38	51	48	28	31	35	17	57	69		
BLK	58	59	43	44	34	17	41	79	75		
HSP	50	53	46	37	35	35	29	66	79		

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
WHT	61	59		43	32			64			
FRL	50	53	46	38	34	34	31	67	78		
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	24	47	38	16	43	55	21	39			
ELL	24	55	56	20	44	46	11	49	71		
BLK	55	53	33	52	48	40	46	72	91		
HSP	46	55	54	38	47	44	39	64	79		
WHT	68	56		68	78						
FRL	46	55	53	40	48	46	40	65	78		

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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 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	41
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

According to the 2020-2021 school grade components from Power BI, the overall FSA ELA student proficiency had a 7-percentage point decrease from 2019 at 51% to 46% in 2021. Social Studies had a 14-percentage point decrease from 68% in 2019 to 54% in 2021. Science proficiency increased 2-percentage points from 30% in 2019 to 32% in 2021. Math proficiency had a 3-percentage point decrease from 38% in 2019 to 35% in 2021. Acceleration data declined 20-percentage points from 77% in 2019 to 57% in 2021.

The 2019-2020 FSA shows a significant decrease in seventh grade learning gains by 21 percentage points as compared to that of the district at 67%, but attention needs to be given to the learning gains of sixth grade which revealed a 26-percentage point decrease as compared to the district at 60%. ELA proficiency increased 4 percentage points from 47% in 2018 to 51% in 2019. Social studies proficiency increased 3 percentage points from 65% in 2018 to 68% in 2019. Math proficiency declined 2 percentage points from 40% in 2018 to 38% in 2019. Science proficiency also, declined 10 percentage points from 40% in 2018 to 30% in 2019. Acceleration data decreased 4 percentage points from 81% in 2018 to 77% in 2019. Learners from Black, Hispanic, Multiracial and White subgroups excelled in ELA performance scores and learning gains averaging over 50%.

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

The 2020-2021 FSA data component which demonstrates the areas of greatest need for improvement includes Math learning gains which yielded an 11-percentage point decline from 2019 at 35% to 24% in 2021. Also, the overall ELA L25 population needs improvement as there was a 10-percentage point decrease from 46% in 2019 to 36% in 2021.

The 2019-2020 FSA data component that demonstrates the greatest need for improvement includes Math proficiency which yielded 31% as compared to the district at 62%, resulting in a 31-percentage point decrease. Seventh grade ELA learning gains decreased by 16 percentage points as a result of its 51% score in comparison to the district's 67%. ELA L25 learning gains for ELL students decreased by 8 percentage points from 56% in 2018 to 48% in 2019 and learning gains of SWD in ELA L25 decreased by 10 percentage points from 38% in 2018 to 28% in 2019.

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

According to the 2019-2020 FSA, the contributing factors concerning our need for improvement in math were the underlying need to develop and implement remediation strategies that were built from deficient standards and providing continuous reinforcement of standards-aligned instruction.

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

The data components that showed the most improvement includes the Power BI academic programs data which reflects the 2019 ELA proficiency of 47% and the 2020 predicted proficiency of 54%. This shows a potential 11 percentage point increase over a three-year period. Also, ELA achievement data of ELL learners increased by 14 percentage points from 24% in 2018 to 38% in 2019 and L25

learners within the black subgroup increased their ELA learning gains by 10 percentage points from 33% in 2018 to 43% in 2019.

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

The contributing factor that resulted in this improvement was due to the establishment of cross curricular blended meetings which allowed for standards based collaborative planning. Planning sessions included the proposed implementation of lessons with multiple standards across departments. New actions taken centered around teachers within each department leading a collaborative planning meeting where they presented standards and curricular topics that were being covered within the department. The teacher leaders modeled the lessons

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

The strategies that will be implemented to accelerate learning will be remediation by utilizing bell ringers at the beginning of class and exit tickets at the end of a lesson. We will also implement a school wide practice of utilizing the homeroom period for remediation practices. Lastly, differentiated instruction, blended learning, collaborative planning and standards-aligned instruction across the curriculum will be implemented to accelerate learning.

**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.**

The professional development opportunities that will be provided to support both teachers and leaders will be developed by the PLST and will include the following: August 19: STEAM. September 2021: Cross curricular planning strategies. September 2021: Standards-aligned instruction. October 2021: Technology Implement by Verizon Innovative Learning Schools (VILS) Initiative. October 2021: Project-based learning.

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

Additional services will be offered in areas of deficiency such as math to ensure sustainability of improvement. This will include our dedicated STEAM class, AEP tutoring, and ensuring that HLAP focuses on subgroups in need of enrichment. Additionally, our Tech Team will implement technology in the classrooms to bolster Verizon Innovative Learning Schools (VILS) Initiative usage.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Standards-aligned instruction was selected based on the need to address multiple similar standards across the curriculum, which requires us to scaffold lessons across different subject areas for greater learning gains. These gains would directly impact our ELA L25 learners as they decreased by 7- percentage points from 53% in 2018 to 46% in 2019. Also, the ELA L25 further declined 10 additional percentage points to 36% in 2021. The implementation of standards-aligned instruction would be beneficial for the L25 learners within math due to their 9-percentage points decrease from 44% in 2018 to 35% in 2019. If should also be noted that in 2021, Math L25 declined an additional 7 percentage points resulting in 28%.

**Measurable Outcome:** Successful implementation of standards-aligned instruction will result in an increase of 5 percentage points of L25 learner scores on the 2021-22 state assessments.

**Monitoring:** Our school will implement collaborative planning sessions within each department to enhance the effectiveness of standards-aligned instruction. Different departments will scaffold lessons to meet the school-wide STEAM expectation to improve student achievement. The leadership team will conduct quarterly data chats, assist with adjusting groups based on real time data, and administration will follow-up with regular classroom walkthroughs to ensure that quality instruction is taking place and data analysis of formative assessments of students will be reviewed monthly to observe progress. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

**Person responsible for monitoring outcome:** Bianca Calzadilla (bcalzadilla@dadeschools.net)

**Evidence-based Strategy:** Standards-aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective/s through their work samples/tasks.

**Rationale for Evidence-based Strategy:** Standards-aligned instruction will ensure that teachers are planning effective lessons according to state standards and district pacing guides, thereby improving student academic achievement. This will be monitored through weekly classroom walkthroughs to ensure compliance.

**Action Steps to Implement**

Teachers will collaborate weekly within their departments to develop lessons that are aligned to the standards in order to enhance instructional delivery and engagement. (9/1-10/11/2021)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

During leadership team meetings, department chairs will address strategies that will improve and enhance the implementation of standards-aligned instruction. This will ensure that targeted strategies are enlisted to remediate students, including but not limited to Special Education (SPED) and English for Speakers of another Language (ESOL/ELL) subgroup. (9/1-10/11/2021)

**Person Responsible** Paulo De la Osa (pdelaosa@dadeschools.net)

Department chairpersons in collaboration with administration, will identify areas of support for their teachers regarding standards, strategies, and lessons created during collaborative planning. (9/1-10/11/2021)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department chairpersons will conduct departmental walkthroughs with administration to ensure that planned lessons are targeting remediation of standards while maintaining rigor and adherence to the district pacing guide. (09/1-10/11/2021)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Teachers will participate in content specific professional development that will enhance the implementation of standards-aligned instruction. (Ongoing: 11/1-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department Chairpersons and administration will provide support to teachers to ensure that STEAM related requirements are being implemented and are aligned to standards. (Ongoing: 11/1-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department chairpersons and administration will ensure that content area technological applications are standard aligned for students' supplemental enrichments. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department chairpersons will work with teachers to develop a standard-aligned calendar for content area applications. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

## #2. Instructional Practice specifically relating to Collaborative Planning

### Area of Focus Description and Rationale:

Based on the data review, our school leadership team will assess and develop the staff's skills to successfully lead and support the instructional practice that relates to collaborative planning. During common planning sessions, we can plan by department, subject area, and across the curriculum to better meet the needs of students. It is evident within student subgroups, that we must improve how we address our standards across different departments. Learners within the SWD Math L25 subgroup decreased 18 percentage points from 55% in 2018 to 37% in 2019. Additionally, the ELA learning gains of L25 ELL learners, also decreased by 8 percentage points from 56% in 2018 to 48% in 2019. With many standards being similar across the curriculum, this has led to the need to scaffold lessons across content areas for greater learning gains. It should also be noted that the ELA overall learning gains decreased 8-percentage points from 53% in 2019 to 45% in 2021. The implementation of collaborative planning would prove to be beneficial within the area of Social studies as there was a decline of 14-percentage points from 68% in 2019 to 54% in 2021.

### Measurable Outcome:

Successful implementation of collaborative planning will result in an increase of 5 percentage points amongst low achieving students in math on the 2021-22 FSA assessment.

### Monitoring:

The leadership team will conduct quarterly data chats, adjust planning groups based on real time data, and administration will follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will also review lesson plans for indications that collaboration is taking place.

### Person responsible for monitoring outcome:

Bianca Calzadilla (bcalzadilla@dadeschools.net)

### Evidence-based Strategy:

Vertical planning refers to teachers working collaboratively to align standards across grade levels and develop a deep understanding of what is required in the upper grades. A highlight of the activity is cross-grade discussion of problems students have with the standards in the higher grade level and brainstorming instructional ideas that will help teachers in the lower grades better prepare their students.

### Rationale for Evidence-based Strategy:

Vertical planning will ensure that teachers are using relevant, recent and aligned standards and data to collaboratively plan lessons that are customized to student needs. Teachers will continually adjust their instruction, plans, and instructional delivery as new data becomes available and new, similar standards are addressed from class to class.

## Action Steps to Implement

Teachers will collaborate weekly, within their department to incorporate multiple standards, cross-curricular activities and tested topics into their lessons. (9/1-10/11/2021)

### Person Responsible

Paulo De la Osa (pdelaosa@dadeschools.net)

Teachers will collaborate quarterly on lessons integrating science, technology, engineering, and mathematics (STEAM) strategies that emphasize cross-curricular strategies and project-based learning into their lessons. (9/1-10/11/21)

### Person Responsible

Tamieka McLaughlin (tmclaughlin@dadeschools.net)

Interdepartmental meetings will take place twice a month and focus on the Verizon Innovative Learning Schools (VILS) initiative, cross-curricular strategies, and project-based learning. (9/1-10/11/2021)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department chairpersons, in collaboration with administration, will identify areas of support for their teachers regarding strategies created during collaborative planning. (9/1-10/11/2021)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Department chairpersons, teachers, and administration will collaborate to develop content specific family engagement presentations to help parents support their children's learning and academic achievement. (Ongoing: 11/1-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Administration will collaborate with parent liaisons and PTA to publicize family engagement presentations to develop flyers, posters, and notices to increase parent involvement and awareness of academic information. (Ongoing: 11/1-6/7/22)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Teachers providing assistance to students through tutoring and pull-out intervention will collaborate through planning to strengthen the instructional curriculum that is to be delivered. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Department chairpersons will provide all teachers with a roster of students identified for tutoring and pull-out intervention to provide collaborative feedback and support to these students. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the data review, our school leadership team will implement the targeted element of student attendance. Through our data review, we identified that students who struggled with attendance were also a part of the L25 subgroup. According to Power BI, 16% of our students were absent 16-30 times during the 2019-2020 school year as compared to the 6-percentage point increase during 2020-2021 school year of 22%. To bolster these students' learning gains, we will tailor our recognition initiatives to incentivize and celebrate improved attendance and achievement.

**Measurable Outcome:** Successful implementation of the the targeted element of student attendance initiatives will improve our students proficiency. Also, Shenandoah's PBS incentives will decrease students with 16-30 absences by 5% for the 2021-22 school year.

**Monitoring:** The leadership team along with the student services department will conduct weekly attendance checks to ensure students are in class and engaged. Student attendance bulletins will be disseminated to all staff daily for review in order to ensure student attendance accuracy. Administrators will implement attendance calls and parent meetings for students with three or more unexcused absences to address each student's academic progress. Quarterly data analysis will be conducted to observe targeted students and extended learning opportunities will be provided to those students who demonstrate a lack of growth and excessive absenteeism.

**Person responsible for monitoring outcome:** Bianca Calzadilla (bcalzadilla@dadeschools.net)

**Evidence-based Strategy:** Strategic attendance initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale for Evidence-based Strategy:** Attendance initiatives will aid in lowering the number of student absences and provide the leadership team with a systematic approach to identify attendance issues, remediation and rewards.

**Action Steps to Implement**

Administration will communicate the impact of potential absences and the effect they have on learning both with student and parent during student orientations and Open House. (9/1-10/11/2021)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Every nine weeks, team leaders will present attendance certificates and tokens of appreciation to students to celebrate their successes and improvements. These items are to recognize their commitment to learning. (9/1-10/11/2021)

**Person Responsible** Ana Flores (aflores@dadeschools.net)

Through conferences and communication protocols, teachers and administrators will create a plan regarding absences and potential concerns that may result in lost instructional time for the students. (9/1-10/11/2021)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)



Our social media manager will publicize and celebrate student improvements on the school's social media platforms to inspire future and continued success. (9/1-10/11/2021)

**Person Responsible** Teresita Herrera (tjherrera@dadeschools.net)

The student services team will work along with the CIS and administration to facilitate parent workshops to address barriers that may affect student attendance and provide resources on how to decrease absenteeism. (Ongoing: 11/1-6/7/21)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

RJP circles will be facilitated with students that have excessive absences and increased tardies in order to improve their attendance. (Ongoing: 11/1-6/7/21)

**Person Responsible** Paulo De la Osa (pdelaosa@dadeschools.net)

Student services and administration will request the services of the school social worker for truant students. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Student services and administration will coordinate welfare checks with municipality police for students that have missed a significant number of days which are consecutive and ensure that truancy packets are completed with the truancy team. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

Based on qualitative data from the 2020-2021 School Climate survey, our area of focus will address leadership development. According to the survey outcomes regarding question 5, 25% of our teachers expressed that they did not feel that their ideas were listened to and considered. 15% of teachers reported neutral, 5% reported disagree, and 5% reported strongly disagreed. In reviewing the 2019-2020 survey results, only 18% felt the same, resulting in a 7-percentage point negative increase. Therefore, we will develop accountability systems and more teacher leaders by involving them in school-wide initiatives such as leading planning sessions and ensuring they are involved members of the school community. By involving them in school-wide initiatives, having them lead meetings, and allowing them the opportunity to further their learning, student success will be positively impacted.

**Measurable Outcome:**

Successful implementation of leadership development will result in an increase in the capacity building of teachers and, in turn, improve teacher attendance. The 25% of teachers that reported that they did not feel listened to as reflected in the 2020-2021 School Climate survey, will feel more included as evidenced by an increase of 5 percentage points on the 2021-2022 School Climate survey.

**Monitoring:**

The leadership team will conduct quarterly data chats, adjust planning groups based on real time data, and administration will follow-up with regular walkthroughs during meetings to ensure quality collaboration in meetings is taking place. This data and observations will be analyzed during leadership team meetings to ensure teachers are demonstrating leadership and collaboration.

**Person responsible for monitoring outcome:**

Bianca Calzadilla (bcalzadilla@dadeschools.net)

**Evidence-based Strategy:**

Shared leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

**Rationale for Evidence-based Strategy:**

Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve in collaborative roles. Throughout this process the leadership team will create buy in and bring creative and innovative solutions to the forefront driving more teachers feeling heard.

**Action Steps to Implement**

Teachers will collaborate weekly, within their department to incorporate multiple standards, cross-curricular activities, and tested topics into their lessons. During the first 3 weeks of the school year, a schedule will be developed for each teacher to choose a week where they want to lead department meeting and exhibit the standard or lesson of their choice. (09/01-10/11/2021)

**Person Responsible**

Bianca Calzadilla (bcalzadilla@dadeschools.net)

The leadership team will develop a KWL Chart for teachers to use as an exit ticket when a new teacher leader is leading a department meeting. (09/01-10/11/2021)

**Person Responsible**

Paulo De la Osa (pdelaosa@dadeschools.net)

Administration will share leadership growth and development professional development opportunities with teachers and will provide inclusive decision-making opportunities for teachers to participate within. (09/01-10/11/2021)

**Person Responsible** Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Each department will offer the opportunity to their teachers to take on a role that will assist with the department's curriculum planning, data chats/data analysis, parent conferencing, STEAM or something of their choosing to enhance the departments school wide goal. (09/01-10/11/2021)

**Person Responsible** Paulo De la Osa (pdelaosa@dadeschools.net)

The Leadership team will facilitate team building activities and will encourage teachers to lead these activities to buster faculty moral and increase leadership inclusivity. (Ongoing: 11/1-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Administration will publicize leadership opportunities by forwarding this information to faculty and staff by email. (Ongoing: 11/1-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Administration will recognize teachers monthly for their helpful contributions to the school community. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Bianca Calzadilla (bcalzadilla@dadeschools.net)

Administration and the PBS coordinator will provide additional incentives to teachers by way of our community partners. (Ongoing: 1/31/22-6/7/22)

**Person Responsible** Ana Flores (aflores@dadeschools.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.

**As compared to the State of Florida, Shenandoah Middle School has a low rate of incidents, overall. On average, Shenandoah Middle School records 2.2 incidents per every 100 students. Our primary area of concern centers on drug and public order incidents, in which Shenandoah was rated in the high category, followed by violent incidents that are rated as low, about 0.83 per 100 students. Shenandoah's secondary concern is violent incidents. Shenandoah's suspensions rate according to Power BI for the 2020-2021 school year was 2 percentage points lower than the district's 4%; however, 317 students were considered to have attendance below 90% during the 2020-2021 school year, and 203 students had with two or more early warning indictors as reported in Power BI.**

### 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.

Shenandoah Middle School builds a positive school culture by promoting equity through Restorative Justice Practices and a vast multitude of social emotional learning (SEL) strategies, such as Positive Behavior Strategies (PBS), and MDCPS Project Upstart homeless assistance program . We recognize students through daily announcements and monthly awards for behavior with Values Matter, student of the month and attendance. The faculty is recognized at meetings for attendance and spotlighting successful school management strategies. Students develop goals and incentives and are recognized when they are met. Shenandoah’s shared vision for school culture relies on empowering all stakeholders to take ownership of improving attendance, feeling safe and promoting a positive school climate.

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

The stakeholders that will promote a positive culture and environment at our school are:

- Dr. Calvina Clay, trust counselor/student council advisor
- Dr. Ana Flores, 8th grade sponsor and PBS coach
- Teresa Gonzalez, 6th grade sponsor
- Peter Benitez, 7th grade sponsor and activities coordinator
- Ana Betancourt, school counselor
- Dianne Palermo, school counselor
- Officer Ashley Rodriguez, School Resource Officer
- Bianca Calzadilla, principal
- Tamieka Mclaughlin, assistant principal
- Paulo De la Osa, assistant principal

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
<b>Total:</b>			<b>\$0.00</b>