

Miami-Dade County Public Schools

Shenandoah Elementary School



2021-22 Schoolwide Improvement Plan

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Shenandoah Elementary School

1023 SW 21ST AVE, Miami, FL 33135

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

Demographics

Principal: Maria Rivero

Start Date for this Principal: 7/23/2021

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	Yes
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (54%) 2016-17: C (52%)
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 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.

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 School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Rivero, Maria	Principal	The Principal is an instructional leader and provides a common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/RtI standardized processes. The Principal monitors the implementation of all programs running in the school. The Principal also works to engage with all community stakeholders by establishing professional ties in the community.
Ugarte-Torre, Krisdhal	Assistant Principal	The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of programs and curriculum. The Assistant Principal monitors and aligns the MTSS/RtI processes with the day-to-day school site operations. The Assistant Principal works on building relationships within the community to engage stakeholders in establishing collaborations.
Jones, Taranetha	Instructional Coach	The Instructional Coach for Mathematics serves as part of the MTSS/RtI Team and provided data pertaining the academic development of students. The Instructional Coach for Math meets with each grade level Math teacher on a weekly basis for lesson planning and data review. The Instructional Coach for Math share the information from District sponsored professional development to the faculty.
Saldana, Jareth	Instructional Coach	The Instructional Coach for Reading serves as part of the MTSS/RtI Team and provided data pertaining the academic development of students. The Instructional Coach for Reading meets with each grade level Reading teacher on a weekly basis for lesson planning and data review. The Instructional Coach for Reading share the information from District sponsored professional development to the faculty.
	Teacher, K-12	The Grade Level Chairpersons assure the quality of curriculum offered by mentoring teachers in Grade Level using best practices. The Grade Level Chairperson assists in adjusting and aligning curriculum for remediation/enrichment based on MTSS/RtI decisions. They set the agendas and facilitate the grade level weekly meetings.

Demographic Information

Principal start date

Friday 7/23/2021, Maria Rivero

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.*

17

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.*

35

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

718

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

3

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

0

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	62	97	96	122	112	135	0	0	0	0	0	0	0	624
Attendance below 90 percent	6	30	30	29	19	35	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	14	12	10	9	0	0	0	0	0	0	0	48
Course failure in Math	0	2	6	7	12	33	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	8	0	14	0	10	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	26	42	75	46	53	0	0	0	0	0	0	0	242

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	3	11	12	10	25	0	0	0	0	0	0	0	61

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	3	0	11	6	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/26/2021

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	110	105	116	125	155	170	0	0	0	0	0	0	0	781	
Attendance below 90 percent	31	31	24	24	38	35	0	0	0	0	0	0	0	183	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	17	3	12	15	26	0	0	0	0	0	0	0	73	
Course failure in Math	0	8	0	14	39	13	0	0	0	0	0	0	0	74	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	28	0	0	0	0	0	0	0	39	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23	

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	14	2	14	32	27	0	0	0	0	0	0	0	89

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	3	1	11	6	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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				57%	62%	57%	47%	62%	56%
ELA Learning Gains				60%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				48%	58%	53%	56%	59%	48%
Math Achievement				58%	69%	63%	58%	69%	62%
Math Learning Gains				62%	66%	62%	54%	64%	59%
Math Lowest 25th Percentile				64%	55%	51%	59%	55%	47%
Science Achievement				34%	55%	53%	45%	58%	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	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-49%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-48%				
05	2021					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	53%	-23%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools we will use for Grades Kindergarten through Fifth will be iReady data gathered from AP1 which was administered in Fall, AP2 which was administered in Winter, and AP3 which was administered in Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.2%	54.0%	55.2%
	Economically Disadvantaged	32.9%	52.9%	54.1%
	Students With Disabilities		33.3%	33.3%
	English Language Learners	14.3%	38.1%	33.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.8%	52.9%	59.8%
	Economically Disadvantaged	36.5%	51.8%	58.8%
	Students With Disabilities	33.3%	33.3%	50.0%
	English Language Learners	33.3%	52.4%	61.9%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.5%	37.3%	41.2%
	Economically Disadvantaged	25.8%	36.1%	39.2%
	Students With Disabilities	11.8%	23.5%	29.4%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.7%	39.2%	52.0%
	Economically Disadvantaged	16.5%	38.1%	51.6%
	Students With Disabilities	5.9%	35.3%	47.1%
	English Language Learners	25.0%		12.5%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.9%	52.4%	58.3%
	Economically Disadvantaged	36.5%	52.1%	58.3%
	Students With Disabilities			
	English Language Learners			10.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.6%	39.8%	44.7%
	Economically Disadvantaged	14.6%	39.6%	42.7%
	Students With Disabilities	10.0%		
	English Language Learners		22.2%	22.2%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.1%	47.8%	39.1%
	Economically Disadvantaged	32.6%	47.0%	37.9%
	Students With Disabilities	15.0%	15.0%	30.0%
	English Language Learners		6.7%	6.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.2%	40.6%	50.0%
	Economically Disadvantaged	14.4%	39.4%	50.0%
	Students With Disabilities	15.0%	25.0%	30.0%
	English Language Learners			20.0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3%	39.9%	39.9%
	Economically Disadvantaged	32.1%	38.8%	38.8%
	Students With Disabilities	12.5%	18.8%	31.3%
	English Language Learners	7.7%	7.7%	7.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.2%	52.9%	60.9%
	Economically Disadvantaged	29.9%	52.2%	60.5%
	Students With Disabilities	7.7%	15.4%	23.1%
	English Language Learners	12.5%	25.0%	43.8%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		16.0%	
	Economically Disadvantaged		14.0%	
	Students With Disabilities		11.0%	
	English Language Learners		4.0%	

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	17	35	42	23	35	40	18				
ELL	44	46	52	47	47	55	30				
HSP	47	44	50	45	40	45	32				
FRL	46	44	48	45	38	44	33				
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	16	28	35	21	41	61	10				
ELL	53	60	48	56	63	65	30				
HSP	56	59	47	58	63	64	34				
FRL	56	60	47	57	62	64	33				
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	12	50	58	23	72						
ELL	39	58	55	49	54	58	32				
HSP	48	59	57	58	54	58	45				
FRL	47	59	55	57	55	58	45				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

2019 Map, the school to district comparison shows that the 2019 FSA ELA, fourth-grade students LG were at 69% while District LG on the same assessment were at 56%. That is 13% higher. Third grade students LG were at 94% while the District Average LG were at 79%. That is 15% higher. Math FSA LG amongst fourth grade, was 77% significantly above compared to the District's 57%. That is 20% higher. FSA Math, our student's proficiency in grades 3-5 was 53%. Which was consistent with the 2017-2018 FSA Math proficiency percentage for grades 3-5 which is also at 52% . Remained neutral with only a 1% difference. SAT-10 school-wide at 70% is similar to the District's 70%.

2021 FSA results, our overall ELA proficiency rate for students in graded 3-5 was 47%, this dropped in 2019 rate of 57%, a 10% decrease. In this same group our ELA learning gains were 45% a 15% drop from the 2019 rate which was 60%. The ELA LG from the lowest 25% was 48% which was the same in 2019. Math our proficiency rate for students in grades 3-5 was 45% this dropped from our 2019 rate of 53%, showing a 8% decrease. Math LG was 38% showing a 24% decrease from the 2019 rate which was 62%. Math LG with the lowest 25% of our students was 44% a 20% decrease from 2019, which was 64%. 5th grade Science proficiency rate was 33% a 1% difference from the 2019 rate of 34%.

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

2019 data findings:

According to the 2019 Data Map, in the FSA Math, our third grade students proficiency was at 48% while during the 2017-2018 FSA Math it was at 49%. Indicating a 1 percentage point decrease from the year before.

On the ELA Learning Gains amongst 3rd grade level was 56% significantly lower compared to the District's 77%, indicates a 21 percentage point difference.

On the SAT-10 ELA, our 1st grade student's proficiency was at 38% while the District Average on the SAT-10

ELA proficiency was at 64%. Indicating a 26-percentage point difference.

2021 data findings: According to our 2021 FSA data our Math proficiency rate for students in grades 3-5 was 45% this dropped from our 2019 rate of 53%, showing a 8% decrease.

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

2019 and 2021 data findings would indicate:

For the last four years we have been focusing on implementing Differentiated Instruction (DI) across all grade levels that are data specific. We have noticed a struggle in the fidelity of the implementation of DI. Where some teachers have cited a lack of time to be able to implement it with fidelity. As a result we have had our Instructional Coaches focus on demonstrating effective ways of using time management skills and prioritizing the implementation of DI. IC have also worked on effectively implementing the framework of instructional time as to assist teachers in the fidelity of DI.

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

2019 data findings:

Our third grade students Learning Gains were at 94% while the District Average Learning Gains were at 79%. That is 15 percentage points higher.

The Math FSA Learning Gains amongst fourth grade, was 77% significantly above compared to the District's 57%. That is 20 percentage points higher.

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

2019 data findings:

We used data driven instruction with emphasis on i-Ready and Imagine Learning to impact student achievement and develop learning gains in 3rd grade retainees. Before and After school tutoring with focus instructional calendars were implemented to assist in bridging the achievement gap.

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

The strategies that will need to be implemented in order to accelerate learning will be Differentiated instruction and Data-driven instruction.

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 Leadership Team and Teacher Leaders will develop Professional Development (PD) which will focus on the data-driven instruction (8/30-10/11), the implementation of DI (8/30-10/11), the new ELA reading series and Intervention program (8/30-10/11), and how to make adjustments to groups once data becomes available after each assessment (8/30-10/11). Our Instructional Coaches will implement coaching cycles with individual teachers to support their specific needs (8/30-10/11).

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

The additional services that will be implemented to ensure sustainability of improvement will be: Scheduled Weekly Common Planning Sessions for all grade levels, Administrative led Data-chats after AP1, AP2 and AP3, Title I and Title III Tutoring along with a variety of enrichment programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus	Based on the review of our FSA student data, we will be implementing the targeted element of differentiation. Based on the 2020-2021 FSA data results it showed, our Math learning gains decreased from 62% in 2019 to 38% in 2021 which is a 24% decrease.
Description and Rationale:	
Measurable Outcome:	If we successfully implement the Targeted Element of Differentiation, then our learning gains in Math will increase by a minimum of 18 percentage points as evidenced by the 2022 State Assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.
Monitoring:	The Administrative Team will hold data chats after iReady diagnostic assessments and adjust groups based on assessments results and follow up with frequent walkthroughs to ensure fidelity in implementation of data-driven instruction. This will be done by reviewing teacher lesson plans, student work products, and formative standards assessment data to ensure consistent implementation of Differentiated Instruction with fidelity.
Person responsible for monitoring outcome:	Maria Rivero (pr5001@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidenced based strategy of data-driven instruction to provide an area of focus for their DI. This will lead to accelerating the learning gains of our students, show improvements in lessons being aligned to specific student needs, and enhance instructional effectiveness.
Rationale for Evidence-based Strategy:	The rationale for selecting Data-driven instruction is that it will serve as a tool for teachers to align their lesson plan with their specific students' needs as shown by the data. This will also ensure that teachers instruction guides students through the demands of the standards/learning targets, and are able to demonstrate mastery of lesson objectives as evidenced by student work samples and assessments.

Action Steps to Implement

8/31-10/11- Teachers will use the data gathered as a results of iReady AP exams, Florida Progress Monitoring (ELA), Topic Assessments (Math), Science Baseline (for 5th Grade Science), Science Quarterly Assessments (KG-4th Grade) and Science Topic Assessments (5th Grade) in order to plan their DI. This will be evident in their lesson plans.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- Teachers will meet for data chats with Principal, Assistant Principal and Instructional Coaches to discuss the results of their students' AP 1 assessment.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- Teachers will implement DI with fidelity. They will use targeted, standard-based lessons, available resources such as: iReady, Reflex Math, and Gizmos. DI groups will be adjusted on an ongoing bases as the students needs change.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- Teachers will have live data (data maps, data charts, data chats) which they will share with their students. This will make the students aware of their progress and help them take ownership of their learning.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

11/1-12/21- Teachers will work with students to create a grade appropriate data tracking tool for ELA. This will help ensure that students are given information they understand at their developmental stage.

Person Responsible Jareth Saldana (jmsaldana@dadeschools.net)

11/1-12/21- Teachers will work with students to create a grade appropriate data tracking tool for Math. This will help ensure that students are given information they understand at their developmental stage.

Person Responsible Taranetha Jones (taranethajones@dadeschools.net)

1/31-4/29- Teachers will meet for data chats with Principal, Assistant Principal and Instructional Coaches to discuss the results of their students' Math AP 2 assessment.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

1/31-4/29- Students who scored "proficiency" in the Math AP 2 assessment will have an activity to recognize their achievement

Person Responsible Taranetha Jones (taranethajones@dadeschools.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the review of data our school will implement the target element of collaborative planning. We selected this area based on the findings of the 2020-2021 FSA data results show that our overall ELA Learning Gains for grades 3-5 decreased from 57% in 2019 to 45% in 2021 which is a 11% decrease.

Based on the review of our 2020-2021 end of year ELA screening process and monitoring data (iReady AP3):

75% of our KG students were on grade level in the AP3 assessment and SAT-10 showed 78% on grade level (3% increase). In 1st grade AP3 showed 55% to be on grade level, while SAT-10 results indicated 32% were (23% decrease). In 2nd grade AP3 showed 39% were on grade level, while SAT-10 results indicated 30% were (9% decrease).

Measurable Outcome:

If we successfully implement the targeted area of collaborative planning, then our overall ELA scores for grades 3-5 will increase by a minimum of 7 percentage points as evidenced by the 2022 state assessments.

Monitoring:

The Administrative team and Instructional coaches will facilitate weekly collaborative planning sessions. During these sessions grade level teachers will review data, DI groups, rigorous lessons, standard based grading, support teachers, coaching cycles, and modeling.

Person responsible for monitoring outcome:

Maria Rivero (pr5001@dadeschools.net)

Evidence-based Strategy:

Our school will focus on the evidence based strategy of Standard Based Collaborative Planning. This will assist teachers in aligning the new B.E.S.T. standards with current LAFS standards. It will also assist to eliminate achievement gaps while acceleration all students to their full academic potential.

Rationale for Evidence-based Strategy:

The rationale for selecting Standard based collaborative planning is to ensure that teachers are using relevant, rigorous and innovative academic techniques. Teachers will learn from each other in order to implement current, innovative instructional practices which will help improve student achievement.

Action Steps to Implement

8/31-10/11- The Leadership Team will develop a master schedule that will include time for common planning sessions to occur within grade levels.

Person Responsible

Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

8/31-10/11- Administration and Instructional Coaches will hold PD on ELA, ELA intervention, and ELA Special Education. These sessions will be a gateway into setting up the structure which will be followed during the school year during common planning sessions.

Person Responsible

Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

8/31-10/11-Our Reading Coach will meet once a week with each grade level Reading/LA teacher. During this time teachers will review the Pacing Guides, go over sample lessons, share best practices, discuss DI and Intervention. Teachers will have the opportunity to work collaboratively to unwrap the standards being taught, find ways to add rigor and ensure standard-based instruction is occurring.

Person Responsible

Jareth Saldana (jmsaldana@dadeschools.net)

8/31-10/11-Our Administrators and Instructional Coaches will hold ELA Data Chats with all ELA teachers in grades KG-5th. During this time teachers will review the results of their students AP1, ELA Monitoring Assessments, Wonders Unit Assessments, and other pertinent teacher-made Assessment. Teachers will have the opportunity to work collaboratively to with team to adjust intervention groups and discuss remediation practices.

Person Responsible Taranetha Jones (taranethajones@dadeschools.net)

11/1-12/21- We will hold best practice PD focused specifically on Intervention program. This will help ensure teachers are equipped with the appropriate strategies and resources to implement during intervention.

Person Responsible Jareth Saldana (jmsaldana@dadeschools.net)

11/1-12/21- Extra intervention groups will be created and additional support will be deployed to classes from Instructional Coaches and ESE teachers. This will allow our intervention groups to remain small in numbers and allow for more individualized intervention interaction.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

1/31-4/29- Teachers will meet for data chats with Principal, Assistant Principal and Instructional Coaches to discuss the results of their students' Reading AP 2 assessment.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

1/31-4/29- Students who scored "proficiency" in the Reading AP 2 assessment will have an activity to recognize their achievement

Person Responsible Jareth Saldana (jmsaldana@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on our data review our school will implement the target element of student attendance We selected this area based on the findings that our student attendance of 0-5 days absent is at 34% while compared to the district average of 48%, we are 14% below the district average.
Measurable Outcome:	If we successfully implement the targeted element of student attendance, then our student attendance will increase a minimum of 6 percentage points as evidenced by the 2022 student attendance data.
Monitoring:	Our school's homeroom teachers will reach out to the parents of students who have consecutives absences. This will also be monitored by our administrative team and school counselor to assist teachers with contact information for parents.
Person responsible for monitoring outcome:	Maria Rivero (pr5001@dadeschools.net)
Evidence-based Strategy:	Within the target element of student attendance, our school will focus on the evidence-based strategy of Attendance Incentives. This will assist us in providing rewards and incentives to keep students coming to school. When students are in school it increases their success. It will also assist to eliminate achievement gaps while acceleration all students to their full academic potential.
Rationale for Evidence-based Strategy:	The rational for selecting student attendance is that student attendance has a direct effect on student achievement. If students are not in school, they are not able to learn.

Action Steps to Implement

8/31-10/11-Teachers will receive an e-mail on a daily basis with the "Attendance Bulletin" for that day. Teachers will review the Attendance Bulletin and correct any errors that they may find. This will ensure our attendance is correct.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11-Once a student reaches five unexcused absences, the homeroom teacher will contact the student's parents via phone.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

8/31-10/11-Once a student reaches ten excused or unexcused absences the student's homeroom teacher will refer that student to the school counselor for individual counseling.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

8/31-10/11-Once a student reaches fifteen excused or unexcused absences, the school counselor will initiate the Truancy Team. The Truancy Team will meet with parents and begin the process of completing a Truancy Packet for student.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

11/1-12/21- Clarification e-mail will be sent to all faculty as to the procedures for submitting attendance documentation to counselor. This will reinforce that the school-wide plan is being done uniformly.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

11/1-12/21- When students are sent home to be quarantined a special attendance code is used. An e-mail will be sent to attendance clerk and homeroom teachers so they can cross check that attendance codes are accurate.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

1/31-4/29- When students are sent home to be quarantined a special attendance code is used "S". An e-mail will be sent to attendance clerk and homeroom teachers so they can cross check that attendance codes are accurate.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

1/31-4/29- A monthly attendance chart will be displayed in a high traffic location (cafeteria) where daily attendance progress will be noted by grade level. Grade level with best attendance will be rewarded at the end of the month.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Based on the review of our school climate survey data we will implement the target element of managing accountability system. We selected this area based on the 2020-2021 findings that 26% of our staff agrees that staff moral is high at our school. While the 2019-2020 findings indicate 46% of our staff agreed with the same statement which is a 20% decrease.

Measurable Outcome: If we successfully implement the targeted element of managing accountability, then the percentage of faculty and staff which agrees that school moral is high at our school will increase a minimum of 25 percentage points as evidenced by the 2022 school climate survey.

Monitoring: The administrators will monitor by planning and implementing collaboration activities for staff members in the form of team building actives, as well as staff participation in extracurricular actives, such as after school events.

Person responsible for monitoring outcome: Maria Rivero (pr5001@dadeschools.net)

Evidence-based Strategy: Our school will focus on the evidence based strategy of Shared Leadership. This will assist in providing our staff with the opportunities to take an active role in the increasing of staff moral where they feel they have been empowered and develop a sense of belonging.

Rationale for Evidence-based Strategy: The rationale for selecting shared leadership was the noted need to increase the overall staff moral. Through shared leadership we will lead to an increase in school moral which will in turn impact our student growth.

Action Steps to Implement

8/31-10/11-Faculty and staff will be provided with opportunities to socialize with one another and build collegiality. These activities will take place during different holidays and special celebrations.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11-During faculty meetings teachers will be given the opportunities to participate in team building activities.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

8/31-10/11-Teachers will be given the opportunity to lead best practice session during their Grade Level Planning Meetings and Common Planning Sessions.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

8/31-10/11-During faculty meetings teachers will be given the opportunity to recognize colleagues in front of the entire faculty.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)

11/1-12/21- Best practice session will be led by 4th/5th Grade teacher on Writing. This will help to help provide our writing teachers with added resources and strategies they feel is needed.

Person Responsible Jareth Saldana (jmsaldana@dadeschools.net)

11/1-12/21- When teachers are recognized by their colleagues they will pass along the "Magic". Allow for teachers to explain the "why" which will emphasize the characteristics being honored.

Person Responsible Maria Rivero (pr5001@dadeschools.net)

1/31-4/29- More opportunities will be provided for faculty and staff to gather in a social aspect (example: celebration of special events).

Person Responsible Maria Rivero (pr5001@dadeschools.net)

1/31-4/29- Each grade level team will be given a week of the month where they nominate one of their team members to be highlighted on Social Media. The Grade Level Chair will send a picture and reasons why they were nominated to be recognized.

Person Responsible Krisdhal Ugarte-Torre (ugartetorre@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.

Based on the review of our Early Warning Indicator (EWI) data we will be focusing on the primary area of concern of student attendance and secondary area of concern of students retained. The District's EWI attendance average is 20% while our EWI attendance average is at 23%. We are 3% higher, therefore we are going to closely monitor students, attendance. Our school counselor has been designated to head our attendance initiatives. We have developed an attendance action plan which delineates procedures teachers will take when a student in their class is absent for more than 3 days. The attendance action plan includes actions/intervention steps, such as school messenger calls, attendance corrective action letters, student counseling sessions, parent attendance meetings, attendance contracts, home visits, and truancy referrals. Our attendance action plan also includes incentives for students who have perfect attendance and show improvement in their attendance. These include medals, attendance rewards, and participation in attendance recognition events.

The District's EWI retention average is 2% while our EWI attendance average is at 3%. We are 1% higher and will therefore be implementing an in-house instructional round plan. In order to monitor the fidelity of intervention, academic rigor, and standard-based instruction, the leadership team (Administrators and Instructional Coaches) will conduct grade and content-focused instructional rounds. We have developed a school year-long calendar where bi-weekly we will be visiting three different classes (same grade level, same content) to observe the targeted area. The team will then debrief and discuss findings with teachers. This will assist us in providing our teachers with content-specific, targeted support. Additionally, we will also be offering tutoring before and after school for remediation purposes for our students.

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's strength lies within the commitment created amongst staff, parents, and students. We have crafted a balance where stakeholders feel supported, cared for, and connected both physically and emotionally. In order to achieve this balance, we have placed in effect various programs throughout the school such as Values Matter, Do the Right Thing, and various monthly student incentives. These programs help to positively foster student culture and environment. At Shenandoah Elementary, we instill a relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.

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

Our school's positive impact begins with the tone set forth by our administrators. Their focus is to create a positive culture and environment through the use of team-building activities throughout the school year. These activities are directly impacting the teachers and in return the students. Our instructional coaches have taken the lead on student engagement throughout our school. They will be focused on implementing several student incentives tied into student academic growth. Additionally, the teachers at Shenandoah go over and beyond when implanting various classroom incentives focused on both behavior and academic growth. We cannot forget the heart. The school counselor will be spearheading our Values Matter and Do the Right Thing programs. Both programs highlight student's physical and emotional well-being.