Shenandoah Elementary School

2022-23 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: 7/14/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (60%) 2018-19: B (55%) 2017-18: B (54%)
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	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Saldana, Jareth	Reading 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.
Jones, Taranetha	Math 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.
Kramer, Yvette	Teacher, K-12	The Grade Level Chairperson 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.
Chan, Laura	Teacher, K-12	The Grade Level Chairperson 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.
Valenzuela, Guillermo	Teacher, ESE	The ESE Chairperson assure the quality of curriculum offered by mentoring teachers working with ESE students use best practices. The ESE Chairperson

Name	Position Title	Job Duties and Responsibilities
		assists in adjusting and aligning curriculum for remediation/ enrichment based on MTSS/RtI decisions. .

Demographic Information

Principal start date

Tuesday 7/14/2020, Maria Rivero

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

699

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	113	115	143	123	121	0	0	0	0	0	0	0	699
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	14	17	14	3	0	0	0	0	0	0	0	51
Course failure in Math	0	2	12	16	15	12	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	27	26	34	0	0	0	0	0	0	0	87
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	28	25	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	5	24	51	42	46	0	0	0	0	0	0	0	168
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	12	30	24	21	0	0	0	0	0	0	0	91

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	9	11	20	4	1	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	62%	56%				57%	62%	57%
ELA Learning Gains	68%						60%	62%	58%
ELA Lowest 25th Percentile	61%						48%	58%	53%
Math Achievement	60%	58%	50%				58%	69%	63%
Math Learning Gains	64%						62%	66%	62%
Math Lowest 25th Percentile	59%						64%	55%	51%
Science Achievement	58%	64%	59%				34%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	60%	-11%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	58%	3%
Cohort Comparison		-49%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-48%				
05	2022					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	53%	-23%	53%	-23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	55	84	91	53	62	55	61			
ELL	49	67	64	59	65	54	58			
HSP	52	67	61	60	64	58	59			
FRL	51	66	62	59	64	58	58			
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			

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
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our ELA's proficiency rates were below the District Tier I school's proficiency rate.
SES Grade 3 was 45% while Grade 3 District Tier 1 was 59% a difference of 14 percentage points.
SES Grade 4 was 58% while Grade 4 District Tier 1 was 60 % a difference of 2 percentage points.
SES Grade 5 was 55% while Grade 5 District Tier 1 was 61% a difference of 6 percentage points.

Our three year trend in ELA school wide has fluctuated, in 2019 proficiency was at 51% in 2021 was at 46% and in 2022 it is now at 52%.

Our Math's proficiency rates were above the Districts' proficiency rate.
SES Grade 3 was 54% while Grade 3 District Tier 1 was 52% a difference of 2 percentage points.
SES Grade 4 was 75% while Grade 4 District Tier 1 was 57 % a difference of 18 percentage points.
SES Grade 5 was 53% while Grade 5 District Tier 1 was 45% a difference of 8 percentage points.

Our three year trend in Math school wide has fluctuated, in 2019 proficiency was at 53% in 2021 was at 45% and in 2022 it is now at 60%.

Our 5th Grade's proficiency rates in Science were above the District Tier I school's proficiency rate and the Districts rate. SES Grade 5 was 58% while District Tier 1 was 48% a difference of 10 percentage points.
SES Grade 5 was 58% while District was 45% a difference of 13 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments our 3rd grade proficiency rates demonstrate the greatest need for improvement.
Our ELA Grade Level's proficiency rates were below the District Tier I school's proficiency rate.
SES Grade 3 was 45% while Grade 3 District Tier 1 was 59% a difference of 14 percentage points.
SES Grade 4 was 58% while Grade 4 District Tier 1 was 60 % a difference of 2 percentage points.
SES Grade 5 was 55% while Grade 5 District Tier 1 was 61% a difference of 6 percentage points.

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

For the last 3 years, we have been focusing on implementing extended learning opportunities in an attempt to remediate the COVID learning slide. Especially for 3rd grade as this was the group of students whom had the most time of virtual instruction during their early years. We offered before school, after school and Saturday Academies to give extra assistance to our L25 students. Yet, we found that our attendance to these was low.
We will continue to offer the extended learning opportunities this school year. We will open up our before school, after school and Saturday Academies to more students beyond the L25 in an attempt to increase our attendance numbers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component, based off progress monitoring and 2022 state assessments that showed the most improvement was Science.
Our 5th Grade Level's proficiency rates in Science were above the District Tier I school's proficiency rate and the Districts rate.
SES Grade 5 was 58% while District Tier 1 was 48% a difference of 10 percentage points.
SES Grade 5 was 58% while District was 45% a difference of 13 percentage points.

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

During the 2021-2022 school year we decided to adjust the 5th grade schedule and implement a "wheel" where our most experienced Science teacher taught 3 out of the 6 homerooms that were in 5th grade. We also had assistance from a District issued Science Curriculum Support Staff. During our Saturday Academy we held two sessions of Science for our 5th grade students.

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

The strategies that we will need to implement in order to accelerate learning will be monitoring the intervention groups for fidelity, the use of Data-driven Instruction, and continuation of Extended Learning Opportunities.

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 we will be providing at our school to support teachers and leaders are B.E.S.T. training sessions in both ELA and Math, the use of Differentiated Instruction based on the available data to show student progress.

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 in the next year and beyond will be the continuation of extended learning opportunities, where we will give our students opportunities to attend before school, after school tutoring sessions.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021 FSA proficiency data, 49% of the 3rd-grade students are proficient in ELA. The 2022 FSA proficiency data shows 48% of the 3rd grade students are proficient in ELA. Based on the data, there is a 1-percentage point difference. We will focus on instructional practice specifically relating to B.E.S.T. standards to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of the implementation of instructional practice specifically relating to B.E.S.T. standards, an additional 8% of 3rd grade students, for a total of 57%, will score at grade level or above on the 2022-2023 ELA state assessment by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats. The data that will be utilized will be iReady (AP 1, AP 2 and AP 3), F.A.S.T. (PM1 and PM2), Progress Monitoring Reports, and teacher observation. Adjustments to groups will be made based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current ELA data.
Person responsible for monitoring outcome:	Maria Rivero (pr5001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of instructional practice specifically relating to B.E.S.T. standards, our school will focus on the evidence-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning gains of our 3rd grade students. Differentiated instruction is a framework for effective teaching that involves providing different students with different avenues of learning. Differentiated instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**selecting this
strategy.**

8/31-10/11-Provide Professional Development for teachers on effective implementation of B.E.S.T. ELA standards. As a result, teachers will become more familiar with these standards and how to implement them.

Person Responsible	Jareth Saldana (jmsaldana@dadeschools.net)

8/31-10/11-Provide Professional Development for teachers on effective implementation of ELA differentiated instruction (DI) that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction.

Person Responsible	Jareth Saldana (jmsaldana@dadeschools.net)

8/31-10/11-Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

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

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Person Responsible	Jareth Saldana (jmsaldana@dadeschools.net)

10/31-12/12- We will offer weekly ELA and Math tutoring to a select group of students who demonstrate a need for further remediation and support.

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

10/31-12/12- Data Chats will be completed and DI groups will be adjusted based on the most current AP1 data.

Person Responsible	Maria Rivero (pr5001@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency data, 52% of the 3rd, 4th, and 5th grade students are proficient in ELA. The 2022 FSA proficiency data for the District shows 57% of the 3rd, 4th, and 5th grade students are proficient in ELA district-wide. Based on the data, there is a 5-percentage point difference when comparing the school's data to the district" after. In order to close the gap in ELA proficiency for our students when compared to the District, we will focus on small group instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of the implementation of strategies that focus on small group instruction, an additional 5% for a total of 57%, of 3rd, 4th, and 5th grade students will score at grade level or above on the 2022-2023 ELA state assessment by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct regular walkthroughs to ensure small group instruction is taking place in the classrooms. Weekly common planning sessions will also be attended to assist in the sharing of best practices related to small group instruction. Data from bi-weekly's, iReady AP 1 and AP2, and Performance Matter Score Reports, will be utilized to adjust small groups.
Person responsible for monitoring outcome:	Maria Rivero (pr5001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of small group instruction, our school will focus on the evidence-based strategy of: Extended learning opportunities. Extended learning opportunities will assist in accelerating the learning gains of our 3rd, 4th, and 5th - grade students. Extended learning opportunities are activities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Extended learning opportunities will ensure that we are providing opportunities for students beyond the regular school day hours. These extended learning opportunities will allow for small group instructions. These extended learning opportunities may take place before school, after school or during Saturdays.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11 Teachers will use the data gathered as a result 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. As a result this will be evident in their lesson plans which will be driven by their data.

Person Responsible   Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- Teachers will adhere to the new B.E.S.T. Pacing Guide suggested activities and lessons for D.I. Instruction. As a result, teachers will provide students with lessons that are geared to their DI group.

Person Responsible   Jareth Saldana (jmsaldana@dadeschools.net)

8/31-10/11- We will offer extended learning opportunities and keep them at a small student to teacher ration in order for the teachers to be able to ensure more one-to-one collaboration. As a result, students will have more one-to-one teacher-student interaction.

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

8/31-10/11- Teachers will provide timely feedback, in the form of data chats, teacher-student conferences, teacher-parent conferences to discuss students' progress as students progress in their D.I. lessons. As a result students will take ownership of their data and learning outcomes teachers will have student groups and lesson plans that will reflect D.I. instruction.

Person Responsible   Taranetha Jones (taranethajones@dadeschools.net)

10/31- 12/12- After review of the current AP 1 data we will adjust teacher schedules in order to provide extra support in the classrooms for ELL students. As a result this will allow for teacher to pull out small group of ELL students for extra support.

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

10/31-12/12- Bilingual teachers will be given a specific time to go into the classrooms and provide CCHL support during content area instruction. As a result students will have the opportunity to get more one to one instruction from teacher,

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

#3. Positive Culture and Environment specifically relating to School Spirit Pride and Branding	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2020-2021 School Climate Survey feedback from teachers. The data indicates that 93% of teachers Strongly Agreed that they believe that children in their school are receiving a good education, in comparison to 81% during the 2021-2022 School Climate Survey feedback, this indicates a decrease of 12 percentage points. This data indicates that there is a need to increase school spirit pride and branding.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of the implementation of instructional practice specifically relating to school spirit pride and branding, we will see a 9% of increase, for a total of 90% in students that believe that children in their school are receiving a good education by the June 2023 school climate survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will create sign-in sheets during all events held during the school year as a way of monitoring participation of school event by students and their families. Student enrollment will also be monitored and we will monitor parent feedback as well as community feedback.
Person responsible for monitoring outcome:	Krisdhal Ugarte-Torre (ugartetorre@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Targeted Element of positive culture and environment, our school will focus on the evidence-based strategy of: school spirit pride and branding. Strategies focusing on school spirit pride and branding opportunities will assist in increasing the belief of students and stakeholders that our school provides students with a good education.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We want to increase school spirit and branding in our school by updating the school building. Beautification of our school building and facility will provide a sense of pride for students, teachers, and stakeholders.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11- We will increase the greenery around the school building. As a result we will create a more inviting school grounds for all stakeholders.

Person Responsible	Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- We will partner up with our PTA in order to create and promote a school spirit shirt which we will allow students/teachers to wear in lieu of school uniform tops on Fridays. As a result school spirit will

be evident through the Friday School Spirit shirt usage, which will in return create a more unified school community.

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

8/31-10/11- We will promote our school's accomplishments and awards to our community and stakeholders through the use of our Social Media Platforms. As a result, we will increase our Social Media followers in all forms of media platforms.

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

8/31-10/11- We will work with our PTA to increase the activities where parents will be welcomed into the building to participate with their children. As a result, we will increase the amount of activities to promote a love of school where all are included.

Person Responsible   Maria Rivero (pr5001@dadeschools.net)

10/31-12/2- We will provide a parent workshop which will focus on the new state testing (F.A.S.T.) where all parents will be invited to attend. As a result, we will increase parental participation in school events while providing important information on their children's education.

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

10/31-12/12- We will hold a monthly PTA meeting where all parents will be invited and have a theme for each night (Spaghetti Night, Cookies and Mill Night, Ice Cream Social Night).

Person Responsible   Maria Rivero (pr5001@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2020-2021 School Climate Survey feedback from teachers, 62% of teachers Agreed that the Principal is supportive of teachers. During the 2021-2022 40% of teachers Agreed this indicates a decrease of 22 percentage points. This data indicates that there is a need to increase in teacher support throughout the school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted area of Transformational Leadership specifically relating to teacher recruitment and retention, our teachers will be provided the opportunity to feel supported by administration. This will be realized through providing opportunities for teachers to participate in the logistical elements of meetings, and presenting ideas to solve issues that arise. The percentage of teachers who feel supported by the Principal will increase by at least 20%, for a total of 60% of teachers who agree they feel supported by the Principal by the June 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	As a result of the implementation of Transformational Leadership, an additional 20% of the staff will agree with the statement that the principal is supportive of teachers by the 2022-2023 end of year school climate survey.
Person responsible for monitoring outcome:	Maria Rivero (pr5001@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Transformational Leadership specifically relating to teacher recruitment and retention, we will focus on the evidence-based strategy of: Targeted Element of Promoting the Morale and Performance of the Team. This means that leaders check in with team members regularly and identify the need for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We decided to focus on the Targeted Element of Transformational Leadership specifically relating to teacher recruitment and retention. The data reveals 60% of the staff believes the principal is not supportive of teachers. To increase this percentage, we selected Promoting the Morale and Performance of the Team because it will create an avenue where teachers can express their needs for boosting of moral, and opening dialogue for teachers and administrators.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11- In recognition of Teacher Tuesday, we will create a way for any SES stakeholder to nominate any faculty or staff member to be featured on our school's social media. As a result, our teachers will feel recognized and appreciated by the entire community, not just our school staff.

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

8/31-10/11- Provide opportunities for faculty and staff to gather in social events where they can establish connections. As a result, we will increase a positive school culture and provide for a more inclusive school.

Person Responsible	Taranetha Jones (taranethajones@dadeschools.net)

8/31-10/11- Create opportunities to celebrate positive accomplishments and/or life events of faculty and staff. As a result, we will celebrate faculty and staff accomplishments during Faculty Meetings, which will provide all a feel of inclusiveness and increase our staff morale.

Person Responsible	Maria Rivero (pr5001@dadeschools.net)

8/31-10/11- Create a in-school induction group for the teachers new to our school building. As a result, new teachers will feel supported as they assimilate into a new school.

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

10/31-12/12- Provide a mentor/buddy for every new teacher to the profession that we have in our school building. As a result, new teacher will feel supported.

Person Responsible	Maria Rivero (pr5001@dadeschools.net)

10/31-12/12- Provide a time for our Instructional Coaches to meet with the new teachers on a one-to-one basis allowing them the opportunity to ask questions and best practice suggestion. As a result, new teachers will feel they have an expert on their side.

Person Responsible	Maria Rivero (pr5001@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 SAT data, 45% of the Kindergarten, 1st and 2nd- grade students are proficient in ELA. The 2022 SAT-10 proficiency data for the District shows 55% of the Kindergarten, 1st and 2nd- grade students are proficient in ELA district-wide. Based on the data, there is a 10-percentage point difference. In order to close the gap in ELA proficiency for our students when compared to the District, we will focus on Interventions.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2022 FSA proficiency data, 52% of the 3rd, 4th, and 5th grade students are proficient in ELA. The 2022 FSA proficiency data for the District shows 57% of the 3rd, 4th, and 5th grade students are proficient in ELA district-wide. Based on the data, there is a 5-percentage point difference. In order to close the gap in ELA proficiency for our students when compared to the District, we will focus intervention.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

With the implementation of intervention with fidelity and standards-based collaborative planning, an additional 8%, for a total of 55%, of Kindergarten, 1st and 2nd grade students will score as proficient in area of ELA by the June 2023 state assessment.

Grades 3-5: Measureable Outcome(s)

With the implementation of intervention with fidelity and standards-based collaborative planning, an additional 5%, for a total of 57%, of 3rd, 4th, and 5th grade students will score as proficient in area of ELA in the state assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Leadership Team will conduct regular walkthroughs to ensure interventions are taking place in the classrooms with fidelity. In order to ensure intervention is focused on real time data, the Leadership Team will conduct quarterly data chats. The data that will be utilized will be iReady AP 1, AP 2 and AP 3, Progress Monitoring Reports, and teacher observation. Adjustments to intervention groups will be made based on current data in real time to ensure that differentiation is aligned to current ELA data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Rivero, Maria, mrivero@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidenced based practice of Standards-Based Collaborative Planning meets Florida's definition of evidence-based strongly as it is aligned to Pillar I - Relevant, Rigorous, & Innovative Academics Priority 2: Eliminate the achievement gap while accelerating all students to their full academic potential.
The evidence-based practices/programs of Standards-Based Collaborative Planning also aligns with the district's K-12 Comprehensive Evidence-based Reading Plan. The evidence-based practices/programs of Standards-Based Collaborative Planning aligns to the B.E.S.T. ELA Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidenced based practice of Standards-Based Collaborative Planning refers to a period of time that is scheduled during the school day for multiple teachers to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in

standards-aligned lesson quality, instructional effectiveness, and student achievement. The evidence-based practices of Standards-Based Collaborative Planning addresses the identified need of increasing ELA proficiency in Kindergarten through 5th grade students. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. This practice is effective with out targeted population.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
8/31-10/11- We will hold weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. (1) Administration will create a schedule where each ELA teacher will have a designated time weekly to collaboratively plan with their grade level ELL teachers. (2) Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. These collaborative planning sessions will be facilitated with the Reading Coach.	Saldana, Jareth, jmsaldana@dadeschools.net
8/31-10/11- We will hold a professional development session for all teachers in grades Kindergarten thru fifth grade of the new Florida B.E.S.T. standards. This PD will be lead by our Reading Coach and will breakdown the new language that has changed from the previous standards, breakdown our Districts' reading plan and establish the formation of of our school's literacy team which will meet once a month.	Saldana, Jareth, jmsaldana@dadeschools.net
8/31-10/11- We will be establishing a Literacy Leadership Team at our school led by the Reading Coach. The Literacy Leadership Team will meet on a monthly basis and discuss evidence based best practices in reading that we can implement in our classrooms. The team will also discuss the progress of the current reading strategies we have ongoing in our school.	Saldana, Jareth, jmsaldana@dadeschools.net
8/31-10/11- We will incorporate differentiated instruction (DI) with fidelity during the 90 minute uninterrupted Reading block school wide. Teachers will adhere to the new B.E.S.T. Pacing Guide suggested activities and lessons for D.I. Instruction.	Saldana, Jareth, jmsaldana@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.