Shenandoah Middle School

2022-23 Schoolwide Improvement Plan

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Shenandoah Middle School

1950 SW 19TH ST, Miami, FL 33145

http://shenandoahmiddle.dadeschools.net/

Demographics

Principal: Michelle Coto L   Start Date for this Principal: 6/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: C (48%) 2017-18: C (53%)
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	ATSI
* 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)
Middle School 6-8	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		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Alvarez, Beatriz	Teacher, K-12	Ms. Alvarez serves as the Language Arts department chairperson.
Bravo, Katheen	Teacher, K-12	Ms. Bravo serves as the Science department chairperson.
Coto, Michelle	Principal	Ms. Coto serves as the principal of the school.
De la Osa, Paulo	Assistant Principal	Mr. De la Osa oversees the language arts, science, ESOL and ESE departments.
Flores, Ana	Dean	Dr. Flores serves as the SCSI instructor and PBS coordinator.
Herrera, Teresita	Teacher, K-12	Ms. Herrera serves as the social studies department chairperson.
Torres, Justina	Teacher, K-12	Ms. Torres serves as the SPED department chairperson.
Jimenez, Maria	Magnet Coordinator	Ms. Jimenez serves as the magnet lead teacher and electives department chairperson.
Mclaughlin, Tamieka	Assistant Principal	Ms. McLaughlin oversees the math, electives and social studies departments. She is also the administrator that oversees Title I and the SIP process.
Tellez, Michelle	Teacher, K-12	Ms. Tellez serves as the ELL and EFL department chairperson.
Wexler, Evan	Teacher, K-12	Ms. Wexler serves as a PLST member and PD liaison.
Diaz, Leticia	Teacher, K-12	Ms. Diaz serves as the assessment coordinator.
Nardo, Jessica	Teacher, K-12	Ms. Nardo serves as the Verizon coach (VILS).
Saud, Jose	Teacher, K-12	Mr. Saud serves as a science instructor.
Benitez, Pedro	Teacher, K-12	Mr. Benitez serves as the activities coordinator and FLVS facilitator.

Demographic Information

Principal start date
Thursday 6/23/2022, Michelle Coto L

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.*

25

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.*

45

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,292

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.

7

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	0	0	0	0	0	0	454	442	412	0	0	0	0	1308
Attendance below 90 percent	0	0	0	0	0	0	77	119	89	0	0	0	0	285
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	5	0	1	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	2	4	1	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	118	130	110	0	0	0	0	358
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	172	139	163	0	0	0	0	474
Number of students with a substantial reading deficiency	0	0	0	0	0	0	122	131	112	0	0	0	0	365

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	0	0	0	0	0	122	131	112	0	0	0	0	365

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	0	0	0	0	0	5	3	3	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	3	6	3	0	0	0	0	12

Date this data was collected or last updated

Thursday 7/14/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	63	68	72	0	0	0	0	203

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	413	413	403	0	0	0	0	1229
Attendance below 90 percent	0	0	0	0	0	0	77	122	118	0	0	0	0	317
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	39	27	7	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	37	1	4	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	61	77	0	0	0	0	206
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	51	74	0	0	0	0	170
Number of students with a substantial reading deficiency	0	0	0	0	0	0	163	177	193	0	0	0	0	533

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	63	68	72	0	0	0	0	203

The number of students identified as retainees:

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

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	51%	55%	50%				51%	58%	54%
ELA Learning Gains	57%						53%	58%	54%
ELA Lowest 25th Percentile	46%						46%	52%	47%
Math Achievement	43%	43%	36%				38%	58%	58%
Math Learning Gains	53%						35%	56%	57%
Math Lowest 25th Percentile	48%						35%	54%	51%
Science Achievement	42%	54%	53%				30%	52%	51%
Social Studies Achievement	69%	64%	58%				68%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	58%	-11%	54%	-7%
Cohort Comparison						
07	2022					
	2019	43%	56%	-13%	52%	-9%
Cohort Comparison		-47%				
08	2022					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison						
07	2022					
	2019	25%	53%	-28%	54%	-29%
Cohort Comparison		-38%				
08	2022					
	2019	13%	40%	-27%	46%	-33%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	68%	21%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	73%	-11%	71%	-9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	63%	9%	61%	11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

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	20	38	37	15	40	46	17	37			
ELL	37	49	43	35	51	47	26	57	92		
BLK	52	54	35	42	47	45	43	67	92		
HSP	50	57	47	43	53	48	42	69	87		
WHT	47	63		50	67						
FRL	51	57	46	43	53	48	42	69	88		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	28	25	17	17	21	11	28			
ELL	35	43	35	30	24	29	16	47	47		
BLK	52	47	36	39	15	13	33	65	54		
HSP	44	45	36	34	25	29	31	52	58		

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
WHT	58	53		29	21		45				
FRL	46	45	36	35	24	28	32	53	57		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	37	28	20	31	37	6	51			
ELL	38	51	48	28	31	35	17	57	69		
BLK	58	59	43	44	34	17	41	79	75		
HSP	50	53	46	37	35	35	29	66	79		
WHT	61	59		43	32			64			
FRL	50	53	46	38	34	34	31	67	78		

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)	ATSI
OVERALL Federal Index – All Students	56
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	58
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	50
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 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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
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	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

According to the 2021-2022 school grade components overall student proficiency for the FSA ELA increased by 5-percentage points from 46% in 2021 to 51% in 2022. Specifically, 6th grade students earned a proficiency of 53%, 7th graders earned a proficiency of 47%, and 8th graders earned a proficiency of 51% during the 2021-2022 school year. Student proficiency for the EOC Civics (Social Studies) increased by 15-percentage points from 54% in 2021 to 69% in 2022. Student proficiency for the FSA Science increased by 10-percentage points from 32% in 2021 to 42% in 2022. Student proficiency for the Biology EOC was 91.3% for the 2021-2022 school year.

Overall, student proficiency in Math increased by 8-percentage points from 35% in 2021 to 43% in 2022. Specifically, 6th graders earned a proficiency rate of 40%, 7th graders 44%, and 8th graders 16%. Student proficiency for the FSA Algebra was 87.5%, wherein 100% of the 7th graders and 86% of the 8th graders passed. Student proficiency for the Geometry EOC was 91.3% for 2021-2022 school year. Acceleration data increased by 11-percentage points from 77% in 2019 to 88% in 2022. Learners from Black, Hispanic, Multiracial and White student subgroups excelled in ELA performance scores and learning gains averaging over 50%.

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

The 2021-2022 FSA data component demonstrates that the areas in greatest need for improvement includes ELA and Math. There was a 5% and 8% increase respectively to each area, from 2021 to 2022 data. According to trend displays, 8th grade math proficiency specifically is an area of concern since it had a proficiency of only 16%. Then ELA had the least amount of growth in proficiency which tends to be higher.

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

According to the 2021-2022 FSA data, one of the contributing factors concerning our school's need for improvement in Math and ELA – specifically in the 8th grade for Math and for the overall profiecency in ELA – is the underlying need to develop and implement remediation strategies in both subject areas that will address student deficiencies. Moreover, previous deficiencies in school-specific action plans will be reviewed, discussed, and modified along with providing continuous reinforcement of standards-aligned instruction; as well as professional development for all teachers in preparation for newly adopted instructional materials in both subject areas to ensure effective instructional delivery and engagement.

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

The data components that showed the most improvement include Civics and Science, with double digit proficiency increases. Civics increased by 15% and Science increased by 10%.

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

The contributing factor that resulted in this improvement was the establishment of cross-curricular blended meetings which allowed for standards-based collaborative planning (e.g., ELA, Social Studies, and STEAM). Planning sessions included the implementation of proposed interdepartmental lesson matrixes with multiple standards. School-based action plans centered on collaborative planning meetings in which teacher leaders from each department presented core standards and curricular topics and modeled their respective department's lesson plans. In addition, teacher-led tutoring services were offered before and after school. Also, school-wide homeroom activities were regularly implemented with each day focusing on a core content area (i.e., Math, ELA, Social Studies, and Science).

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

The strategies that will be implemented to accelerate learning are as follows – remediation via the utilization of bell ringers at the beginning of class along with exit tickets at the end of a lesson. For the 2022-2023 school year, the current school-wide strategy of utilizing the homeroom period for remediation practices will continue. Remediation will increase through the strategic scheduling of students in intensive classes and the provision of extended learning opportunities (e.g., tutoring services) before and after school. Lastly, differentiated instruction, blended learning, collaborative planning and standards-aligned instruction across the curriculum will be implemented to accelerate learning.

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

The professional development opportunities that will be provided to support both teachers and leaders will be developed by the PLST to address STEAM, Museum Magnet (exhibit night), and VILS. PLST has planned the following: August 15th: District-wide Subject Area Professional Developments, September 2022: Museums Magnet Best Practices: Object Based Learning & Visual Thinking Strategies; September 2022-December 2022: Standards-aligned instruction mini workshops, November 2022: STEAM Best Practices and Schoology, and October 2022-May 2022: Technology Implementation by Verizon Innovative Learning Schools (VILS) Initiative.

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

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

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-aligned instruction was selected based on the need to address multiple similar standards across the curriculum and implement the B.E.S.T. standards for ELA and Math. Implementing standards-aligned instruction requires us to scaffold lessons across different subject areas for greater learning gains. Even though our data shows an increase in all content areas, our focus will be on Math and ELA, since they were the core areas with the least amount of growth. ELA had an increase of 5% proficiency from the previous school year, and Math had a proficiency increase of 8%. Main target will be 8th grade mathematics, which only had 16% proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-aligned instruction, 5% of the student population (i.e., grades 6th to 8th) will increase in proficiency for ELA and Math by the end of the 2022-23 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During collaborative planning sessions our departments will scaffold lessons to meet the B.E.S.T standards expectations and the pacing guides. The leadership team will conduct quarterly data chats, ensure strategic scheduling of students based on their individual academic needs, and assist with adjusting groups based on real time data. School administration will conduct regular classroom walkthroughs to ensure that quality classroom instruction is evident, and that data is being analyzed in order to ensure progress. Data from available assessment platforms will be analyzed during leadership team meetings to ensure the growth of students on remediated B.E.S.T standards, specifically 8th grade Math and ELA. Students who demonstrate regression will be provided with extended learning opportunities.
Person responsible for monitoring outcome:	Michelle Coto (pr6841@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Standards-aligned Instruction refers to teachers executing lesson plans based on the standards/learning targets and ensuring that all student products and teaching techniques are aligned to the intended curriculum-based standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning targets. Students will show evidence of mastering the lesson objective(s) through their work samples and tasks.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Standards-aligned instruction will ensure that teachers plan lessons that address individual student needs as well as follow state standards and district pacing guides. This will demonstrate an improvement in student academic achievement. Conducting weekly classroom walkthroughs with fidelity will ensure monitoring and compliance.

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.

Teachers will collaborate weekly within their departments to develop lessons that are aligned to the standards in order to enhance instructional delivery and engagement. (08/22 - 10/14/22)

Person Responsible   Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

During leadership team meetings, department chairs will address strategies that will improve and enhance the implementation of standards-aligned instruction. This will ensure that targeted strategies are enlisted to remediate students, including but not limited to Special Education (SPED) and English for Speakers of another Language (ESOL/ELL) subgroup. (08/22 - 10/14/22)

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

Department chairpersons in collaboration with administration, will identify areas of support for their teachers regarding standards, strategies, and lessons created during collaborative planning. (08/22 - 10/14/22)

Person Responsible   Michelle Coto (pr6841@dadeschools.net)

Department chairpersons will conduct departmental walkthroughs with administration to ensure that planned lessons are targeting remediation of standards while maintaining rigor and adherence to the district pacing guides. (08/22 - 10/14/22)

Person Responsible   Michelle Coto (pr6841@dadeschools.net)

Teachers will participate in content specific professional development that will enhance the implementation of standards-aligned instruction. (08/22 - 10/14/22)

Person Responsible   Michelle Coto (pr6841@dadeschools.net)

Department Chairpersons and administration will provide support to teachers to ensure that STEAM related requirements are being implemented and are aligned to standards. (Ongoing: 10/31-12/16/22)

Person Responsible   Michelle Coto (pr68411@dadeschools.net)

Administration will provide teachers with opportunities for peer observations in order to view standards align-instruction effectively being implementation within the classroom. (10/31-12/16/22)

Person Responsible   Michelle Coto (pr68411@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school leadership team will focus on increasing the overall Math proficiency. Although Math had an increase of 8% proficiency during the 2021-2022 school year, the area of concern is 8th grade. According to Power Bi, the 8th grade only had 16% proficiency compared to that of 6th grade which yielded 40% proficiency, and 7th grade, that yielded 44% proficiency. Also, we will be targeting our Students with Disabilities (SWD), which is our lowest performing subgroup according to ESSA data. After a review of the data, of the 149-students enrolled during the 2021-2022 school year that was within the category of Students with Disability, 62.4 percent scored a level 1 on the 2021-22 Math FSA assessment, 22.6 percent scored a level 3 and only 15.1 scored a level 3 or above.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Math learning standards, 5% of the 8th grade student population including our Students with Disabilities (SWD) will increase in proficiency for 8th grade Math (not including Algebra and Geometry) by the end of the 2022-23 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct quarterly data chats, adjust planning groups based on real time data, and administration will conduct regular walkthroughs to ensure quality instruction is taking place for our 8th grade students and Students with Disabilities (SWD) population.
Person responsible for monitoring outcome:	Michelle Coto (pr6841@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The 8th grade Math teachers will utilize Ongoing Progress Monitoring with iReady, Topic Assessments, and other learning platform assessments periodically to assess students' academic performance or improvement to evaluate the effectiveness of instruction which will guide the implementation of remediation strategies. They will also utilize Differentiated Instruction (DI) to provide different students with different avenues to learn.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Eighth grade Math teachers are using relevant and recent data to customize instruction geared towards student needs. Teachers will continually adjust their instructional plans and modes of instructional delivery as new data becomes available. Teachers will also implement differentiated instruction to ensure that all students' academic needs are addressed. The leadership team will conduct quarterly data chats, adjust planning groups based on real-time data.

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.

Teachers will collaborate weekly, within their department to incorporate multiple standards and tested topics into their lessons geared towards our 8th grade students and Students with Disabilities (SWD). (08/ 22 - 10/14/22)

Person Responsible	Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

Department chairpersons, in collaboration with administration, will identify areas of support for their teachers regarding strategies for 8th grade students and Students with Disabilities (SWD) created during collaborative planning. (08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

Department chairpersons, teachers, and administration will collaborate to develop content specific family engagement presentations targeting parents of 8th grade students and Students with Disabilities (SWD) to help support their children's learning and academic achievement. (08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

Teachers providing assistance to 8th grade students and Students with Disabilities (SWD) through tutoring and pull-out intervention will collaborate through planning to strengthen the instructional curriculum that is to be delivered. (08/22 - 10/14/22)

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

Department Chairpersons and teachers will work with the SPED Chairperson to develop strategies that will engage Students with Disabilities (SWD) during instructional time. (10/31-12/16/22)

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

The leadership team will develop a homeroom strategy that will focus on enhancing students' academic strengths in all core areas to include their social emotional and technological skills. (10/31-12/16/22)

Person Responsible Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the 2021-2022 School Climate survey, our area of focus will address leadership development. According to the survey outcomes regarding question 5, 29% of our teachers expressed that they did not feel that their ideas were listened to and considered. 7% of teachers reported neutral, 13% disagreed, and 9% reported strongly disagreed. The percentage of teachers that felt they were not listened to, increased from the previous survey by 4%. Therefore, we will develop accountability systems and more teacher leaders by involving them in school-wide initiatives such as leading planning sessions and ensuring they are involved members of the school community. By involving them in school-wide initiatives, having them lead meetings, and allowing them the opportunity to further their learning, student success will be positively impacted it will also help to increase their attendance. According to the 2021-2022 school climate survey and its three-year comparison, teachers with 10.5 or more days absent increased by 21% as compared to 2020-2021 which resulted in 14%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Successful implementation of leadership development will result in an increase in the capacity building of teachers and, in turn, improve teacher attendance. The 29% of teachers that reported that they did not feel listened to as reflected in the 2021-2022 School Climate survey, will feel more included and will show an increase of 5 percentage points as well as teacher absenteeism of 10.5 days in comparison to the district according to the School Climate Survey will decrease by 5 percentage points on the 2022-2023 School Climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will conduct quarterly data chats, adjust planning groups based on real time data, and administration will follow-up with regular walkthroughs during meetings to ensure quality collaboration in meetings is taking place. This data and observations will be analyzed during leadership team meetings to ensure teachers are demonstrating leadership and collaboration.
Person responsible for monitoring outcome:	Michelle Coto (pr6841@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Shared leadership involves systems designed to develop leadership capacity among all members of the school community. In Shared Leadership, teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be achieved by understanding that different leadership styles are needed, engaging all stakeholders in working together towards a shared purpose, and ensuring all participants share responsibility and accountability.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve in collaborative roles. Throughout this process the leadership team will create buy in and bring creative and innovative solutions to the forefront driving more teachers feeling heard.

Action Steps to Implement
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.

Teachers will collaborate weekly, within their department to incorporate multiple standards, cross curricular activities, and tested topics into their lessons. During the first 3 weeks of the school year, a schedule will be developed for each teacher to choose a week where they want to lead department meeting and exhibit the standard or lesson of their choice. (08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

The leadership team will develop a KWL Chart for teachers to use as an exit ticket when a new teacher leader is leading a department meeting. (08/22 - 10/14/22)

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

Administration will share leadership growth and development professional development opportunities with teachers and will provide inclusive decision-making opportunities for teachers to participate within. (08/22 - 10/14/22)

Person Responsible	Tamieka Mclaughlin (tmclaughlin@dadeschools.net)

The Leadership team will facilitate team building activities and will encourage teachers to lead these activities to strengthen faculty morale and increase leadership inclusivity. (08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

Administration will publicize leadership opportunities by forwarding this information to faculty and staff by email.(08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

Administration will recognize teachers monthly for their helpful contributions to the school community. (08/22 - 10/14/22)

Person Responsible	Michelle Coto (pr6841@dadeschools.net)

Administration and the PBS coordinator will provide additional incentives to teachers by way of our community partners. (08/22 - 10/14/22)

Person Responsible   Ana Flores (aflores@dadeschools.net)

Administration will provide teachers with opportunities outside of the classroom to enhance and develop their leadership skills. (10/31-12/16/22)

Person Responsible   Michelle Coto (pr6841@dadeschools.net)

The leadership team will identify teachers that are aspiring leaders and will guide, coach, and mentor them. (10/31-12/16/22)

Person Responsible   Michelle Coto (pr68411@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Staff Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increasing staff morale will be the area of focus after reviewing and analyzing the 2021-2022 School Climate Survey Results. According the to the 2021-2022 School Climate Survey results, data from the staff who completed the survey reveals that 9% strongly agree, 37% agree, 11% were neutral, 39% disagree, and 4% strongly disagree that they feel staff morale is high at the school. In the 2020-2021 school climate survey results, data revealed that 24% strongly agreed, 44% agreed, 12% were neutral, 7% disagreed, and 12% strongly disagreed that staff morale is high. Therefore, there was an evident decrease in the staff feeling staff morale is high at the school. We will create and implement school-wide initiatives and activities to include all staff members, such as monthly shout outs in meetings, that will ensure the increase in staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Successful implementation of strengthening staff morale will result in teachers feeling unity and prideful to be working in their department and school. The 43% of teachers that reported that they did not feel staff morale was high on the 2021-2022 School Climate survey, will feel more included as evidenced by the implementation of ongoing team building activities/social activities during the 2022-2023 school year. To decrease staff response on the 2022-2023 School Climate Survey as it relates to low staff morale by 5 percentage points, there will be an implementation of a staff rewards/Incentives monthly program to celebrate their successes and achievements which will be recognized publicly.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will create and implement school-wide initiatives and activities to include all staff members, such as monthly shout outs in meetings, that will ensure the increase in staff morale.
Person responsible for monitoring outcome:	Ana Flores (aflores@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Strategic attendance initiatives will promote teacher attendance. Monthly shout outs in meetings will ensure the increase in staff morale for doing the right thing or being a team player.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Initiatives will aid in increasing staff morale by feeling important and as an asset to their community.

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.

Every nine weeks, team leaders will present attendance certificates and tokens of appreciation to teachers to celebrate their successes and improvements. (08/22 - 10/14/22)

Person Responsible Ana Flores (aflores@dadeschools.net)

Our social media manager will publicize and celebrate teachers' achievements on the school's social media platforms to inspire future and continued success. (08/22 - 10/14/22)

Person Responsible Teresita Herrera (tjherrera@dadeschools.net)

Administration will recognize teachers monthly for their helpful contributions to the school community. (08/22 - 10/14/22)

Person Responsible Michelle Coto (pr6841@dadeschools.net)

Administration and the PBS coordinator will provide additional incentives to teachers by way of our community partners. (08/22 - 10/14/22)

Person Responsible Ana Flores (aflores@dadeschools.net)

Administration will provide staff with frequent opportunities for one and one feedback and will follow up with staff members regularly in order to ensure that they feel supported.

Person Responsible Michelle Coto (pr6841@dadeschools.net)

Administration will show teachers that they are trusted and will support staff led school-based initiatives. (10/31-12/16/22)

Person Responsible Michelle Coto (pr68411@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 Middle School builds a positive school culture by promoting equity through Restorative Justice Practices (RJP) and a vast multitude of social emotional learning (SEL) strategies, such as Positive Behavior
Strategies (PBS), the Mental Wellness Club, and MDCPS Project Upstart homeless assistance program .
We recognize students through daily school wide announcements, social media post, monthly awards for behavior with Values Matter, Do the Right Thing nominations, and nominate students of the month. The faculty is recognized at meetings for attendance and spotlighting successful school management and instructional strategies. Students develop goals and incentives and are recognized when they are met. Shenandoah's shared vision for school culture relies on empowering all stakeholders to take ownership of improving attendance, feeling safe and promoting a positive school climate.

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

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

Dr. Ana Flores, 8th Grade Sponsor and PBS Coach
Teresa Gonzalez, 7th Grade Sponsor
Patricia Coronel, 6th Grade Sponsor
Peter Benitez, Activities Coordinator
Ana Betancourt, School Counselor/Mental Wellness Club Advisor
Jason Jeanty, School Counselor
Dr. Calvina Clay, Trust Counselor
Dr. Leslie Gonzalez, STEAM Liaison
Rachel Louis, Community Involvement Specialist
Officer Ashley Rodriguez, School Resource Officer
Michelle Coto, Principal
Tamieka Mclaughlin, Assistant Principal
Paulo De la Osa, Assistant Principal